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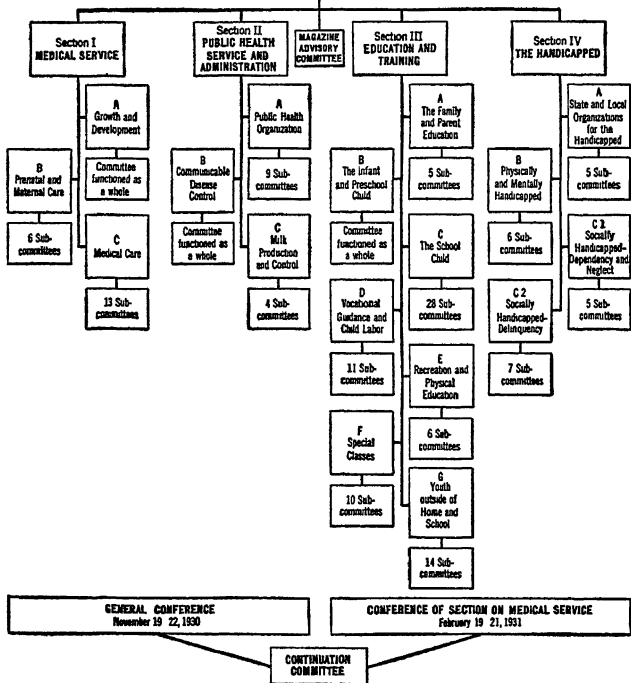
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SECTION III—EDUCATION AND TRAINING

F. J. KELLY, PH.D., *Chairman*

Committee on

THE INFANT AND PRESCHOOL CHILD

JOHN E. ANDERSON, PH.D., *Chairman*

NURSERY EDUCATION

VIII. . . . for younger children nursery schools and kindergartens to supplement home care

From THE CHILDREN'S CHARTER.

NURSERY EDUCATION

A SURVEY OF
DAY NURSERIES · NURSERY SCHOOLS
PRIVATE KINDERGARTENS
IN THE UNITED STATES

REPORT OF THE COMMITTEE ON
THE INFANT AND PRESCHOOL CHILD
JOHN E. ANDERSON, PH.D., *Chairman*

THE WHITE HOUSE CONFERENCE ON
CHILD HEALTH AND PROTECTION



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Dedicated to

THE CHILDREN OF AMERICA

WHOSE FACES ARE TURNED TOWARD THE LIGHT
OF A NEW DAY AND WHO MUST BE PREPARED
TO MEET A GREAT ADVENTURE

•

SECTION III

EDUCATION AND TRAINING

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JOHN E. ANDERSON,
Chairman.

FOREWORD

The Committee on the Education and Training of the Infant and Preschool Child of the White House Conference on Child Health and Protection held its first meeting in Chicago, December 13 to 14, 1929. At the closing session a report of the projects within its field which might be undertaken by the Committee was submitted. Upon discussion the Committee decided to make a survey of the institutions for the education and training of young children in the United States. Since the Committee on the School Child of the White House Conference (Section III C) had decided to survey the problems of health education in the public school kindergarten, this Committee limited its activities to private kindergartens.

There also arose the possibility of overlapping between this Committee and the Section of the Conference on Medical Service. That Section was undertaking a survey of community health programs for young children. This Committee therefore limited its study of health programs to the survey of the standards of health inspection in day nurseries and nursery schools.

The Committee also voted to undertake a survey of the child in the home and chose an advisory committee for this part of its program. A survey of legislation relating to the education and training of young children was not considered by this Committee since it was being considered by other Committees of the Conference. The Committee therefore found it necessary to concentrate on its two main projects: first, a *Survey of Institutions for the Education and Training of Young Children*; and, second, the *Study of the Young Child in the Home*.

The final meeting of the Committee on the Education and Training of the Infant and Preschool Child was held

during the White House Conference on Child Health and Protection in Washington, November 19 to 22, 1930. The Committee had available a preliminary report with tentative recommendations, and a number of other recommendations submitted by various persons. The preparation by the Chairman and technical staff of final reports was authorized. The recommendations presented in condensed form in the *Addresses and Abstracts of Committee Reports*¹ and in *Recommendations* (page 132) of this report were also adopted then.

This volume presents the Committee's survey of institutions for the education and training of young children. The study of the young child in the home appears as another volume in the reports of the White House Conference on Child Health and Protection.

¹ See Bibliography.

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NURSERY EDUCATION

NURSERY EDUCATION

ORGANIZED CARE FOR YOUNG CHILDREN

Investigators into the life of the preschool child have shown the importance of the foundation laid during the early years for later physical and mental health. More interest is shown in the young child today than ever before. Institutions for the care of young children, however, have been evolving for many years. Of these, the day nurseries provide care for the young children of employed mothers, while the nursery school and kindergarten provide educational and training facilities for children of all classes. The kindergarten has been widely accepted as a logical part of the public school system. There is as yet no clear attitude on the question of public responsibility for the day nursery and nursery school. In view of the importance of the problems raised and the lack of adequate data covering the nation as a whole, a detailed survey of the location, personnel, equipment, and program of these institutions was undertaken.

WITHIN the United States in the year 1930 there were sixteen million children under the age of six, almost 13.5 per cent of the entire population of the country. In a short time these children will be found in our schools and later as adults they will take their place as citizens. In previous periods of our history and in earlier civilizations little attention was paid to these children either from the point of view of health care or education and training.

With advancing knowledge, however, we have discovered that concentration of health and educational efforts between the ages of six and twenty is not adequate. The child under six looms larger and larger in our consideration, because of an increasing realization of the importance of the relation of these early years to later physical health and mental adjustment. Today some authorities describe early childhood as the most important period from both these angles. The group of children within this age range,

despite their number, which is as great as that of children in elementary school, still receive relatively little attention from society as a whole. The public expenditures, for instance, for their welfare are almost insignificant in proportion to the amounts expended on older children.

Social and economic changes which definitely affect the lives of young children and create problems warranting public attention have gone hand in hand with the increased interest in young children. One of these changes is the increase in the number of wage-earning mothers. These working mothers fall into two classes, those who enter gainful pursuits from economic necessity, and those who are actuated by the desire to contribute to society or by the lack of absorbing activities at home. Another is the different environment for children brought about by modern living conditions. There is a growing group of people who find that this new environment, particularly in the apartment house and tenement, is not conducive to the best development of young children. This group is interested in providing the social experiences and opportunities for contacts with other children that are afforded by a play school. The small size of the modern family is also a contributing factor to this interest. In an earlier generation when families were larger, and people lived in single houses with yards and play space, both playmates and a free play space were available to the young child. We are just beginning to realize that the three-year-old child in a modern apartment without available outdoor space, whose mother is at his heels most of the time, although he may be adequately cared for from the standpoint of physical health, presents a problem to his parents and to society. It is only when at the age of five or six he finds his way into a public school that he becomes of some concern to society.

We can then distinguish three groups of normal children¹ for whom organized care and training may be provided:

¹ The care of subnormal and handicapped children is covered in the report of the Committee on Special Classes (Ixx F).

1. Children whose mothers under the pressure of economic necessity must be gainfully employed. The mothers of these children can contribute only a small part of the money needed to operate institutions.
2. Children whose mothers are not under the direct economic necessity of working, but seek employment from other motives. These mothers can usually afford to pay adequate fees.
3. Children who are growing up in apartments or other places not conducive to their welfare. The parents of some of this group are able to pay the cost of care and others not. The central problem here, however, is whether facilities for care shall be made available to all parents at public expense and responsibility.

The day nursery has been established to meet the needs of mothers in the first group, those who have to work in order to eke out an insufficient family income. But it exists under sufferance, since there is doubt in many quarters as to whether it is a desirable institution. Students of social problems feel that it should be replaced by a mother's pension system, which establishes children within their own homes. Although, since the 1909 White House Conference with its emphasis on home care, legislation providing grants to mothers has decreased the need for day nurseries relatively, there has been little or no decrease in their actual numbers.

Institutions for the children of mothers who are gainfully employed and able to contribute substantially to their maintenance are just coming into existence. Mothers in this second group are showing increasing interest in the development of these institutions. From others there is both criticism and commendation; criticism from those who feel that the mother's place is in the home with her children; commendation from those who feel that women have a contribution to make to society irrespective of child-bearing, or who

feel that many young children are handicapped by the kind of home environment in which modern urban conditions force them to live.

The problem of the third group is being pointed out by those who believe that the period of early childhood is important educationally as well as physically. There are two schools of thought, which are interrelated. One looks upon part-time care of young children, if high grade supervision is provided, as an advantage both to the child and to the parent. The other looks upon the educational institution for young children as a device for the demonstration of effective techniques for the improvement of parental care in the community, and finds the ultimate answer in a program of parental education. When we ask questions such as who should support and be responsible for institutions for young children, we find ourselves in a quandary, with relatively little experience to help us. In England nursery schools are recognized agencies of the government and receive support from public funds. But they are relief institutions limited in their functions, i.e., they care for children whose mothers are found in the first of our classes. However fine they may be in spirit and in the conception of their educational program they hardly serve the second and third groups of mothers. In other European countries, social service is a state activity, with the day nursery, crèche, or similar institution, under governmental auspices and support. In the United States, the day nursery is almost invariably private, divorced from both our official health and our educational program, receiving little or no support from public funds. True, there are municipal regulations and inspection, but many experts on child care believe that even these are largely gestures, rather than steps towards the solution of the problem. Perhaps the most interesting experiment with public operation of institutions for young children in this country is to be found in Los Angeles, where day nurseries are under the supervision of the Board of Education.

TYPES OF INSTITUTIONS¹*The Day Nursery*

The modern day nursery is the descendant of the French crèche, the first of which was opened in Paris in 1844 for the daytime care of the babies and young children of working mothers. By 1862, crèches had become so common in France that their existence was recognized in an imperial decree which laid down regulations for their conduct in case a government subsidy was to be obtained. From France, in which the crèche developed not only as an institution for the daytime care of children but also as a center for fighting infant mortality and teaching hygiene to parents, the day nursery idea spread to other countries. In the United States the first day nursery was opened in New York City in 1854, followed by one in Troy, New York, in 1858, and one in Philadelphia in 1863. In 1892, 90 organized day nurseries were found in this country; by 1897 there were 175. In 1898 the National Federation of Day Nurseries was organized. It is estimated that there are in the United States at the present time approximately 800² institutions which may properly be classed in the day nursery group. This study received replies to questionnaires from 516 day nurseries.

For an American definition of the day nursery we can best quote from the *Twenty-eighth Yearbook*:³ "The term day nursery as used in this country stands for an institution having one primary purpose—namely, the day care of children who remain part of the family unit but who for social or economic reasons cannot receive ordinary parental care." A legal definition from a 1928 New York City Ordinance quoted in the same source reads: "Any institution or place in which three or more children, not of common parentage, are received for temporary guardianship and nursery care,

¹ For more complete histories and evaluations of these institutions see: Forest, *Preschool Education*; National Society for the Study of Education, *Twenty-eighth Yearbook*; Gesell, *The Preschool Child*. See Bibliography.

² Estimate based on the number of replies received in this study.

³ National Society for the Study of Education. See Bibliography.

apart from their parents, whether for compensation, reward or otherwise, during part or all of the daylight hours, shall be deemed a day nursery."

In England there were 110 day nurseries in 1923.¹ Although there is some overlapping in function between the day nurseries and the nursery schools, they are not found in the same districts. The day nursery takes children from one month to five years of age, the nursery school from two to five years. The day nursery provides care only, the nursery school, both care and training. Suggestions have been made that the two institutions be unified to care for all children under school age, or that there be sharper differentiation between them, day nurseries being reserved for children under two and nursery schools for those over two years of age. A day nursery may become a nursery school and receive grants-in-aid upon inspection and the satisfaction of certain standards and requirements laid down in England by the Education Act of 1918.

The Kindergarten

The origin of the kindergarten is much more complex than that of either the day nursery or the nursery school, since it crystallized as an institution with an educational aim, deriving its inspiration from many sources, among which may be mentioned Rousseau, Comenius and Pestalozzi.

Familiar with the educational theories of his predecessors and developing one of his own, Froebel in 1837 embodied these in an institution known as the kindergarten, which spread at first slowly and then rapidly through the world. There is some question as to the place and date of the first establishment of kindergartens in the United States. A number of places claim the honor. The date is somewhere in the decade from 1855 to 1865. However, the first public school kindergarten was established in 1873, at which time there were 42 private kindergartens in the United States. By 1922 the number of kindergartens had grown to 889

¹ Great Britain. *The Health of the School Child*. See Bibliography.

with 11,842 teachers and 555,830 pupils.¹ By 1930 there were 695,490 kindergarten children in public school systems.

The Nursery School

The nursery school is a much more modern institution from the standpoint of its development than either the day nursery or the kindergarten. Nevertheless it had its forbears in the infant schools of Robert Owen and of Wilderspin. It assumed its modern form in the recommendations made by the Consultative Committee of the Board of Education of England in 1907. The first nursery school was established in London, England, by Margaret and Rachel MacMillan in 1909 for the neglected children of poor parents. By the terms of the Education Act of 1918, nursery schools that are inspected and to a certain extent controlled by the local education authorities receive sums equal to half their net expenditures in the forms of grants-in-aid from Parliament.² The report of the chief medical officer of the Board of Education for 1923³ lists 26 recognized nursery schools, of which 11 are conducted by local education authorities, and 15 by voluntary managers, and all of which are inspected and receive grants-in-aid. They accommodate 1,245 children altogether, the smallest have 20 and the largest 100 children. The English nursery school has been influenced by both the kindergarten tradition and the methods of Madame Montessori.

In the United States the development of nursery schools came quite rapidly after the close of the World War. In contrast to their origin in England, nursery schools here grew up largely as research institutions, or as educational institutions without relief aims.

This study received answers to questionnaires from 60 relief nursery schools, 169 independent nursery schools and 114 nursery schools combined with kindergartens, or 343 in

¹ Davis, Mary D. *General Practice in Kindergarten Education in the United States*. See Bibliography.

² MacMillan and others. *Nursery Schools*. See Bibliography.

³ Great Britain. *The Health of the School Child*. See Bibliography.

all. An estimate of the total number of such institutions would be about 500, within the United States.

OUTLOOK FOR INSTITUTIONS FOR YOUNG CHILDREN

We have considered briefly the social and economic needs which have led to the modern interest in the young child, and have described the institutions which have been established to meet these needs. It remains now to consider the specific problems which arise in connection with each of these institutions before giving the factual results of this study.

Although the day nursery arose originally as an institution for the care of children of working mothers, there is some evidence, that even in districts where nurseries are accessible, many mothers prefer to leave their children with friends and neighbors rather than in the day nursery. Further, in many of our industrial communities, no adequate day nursery facilities are available, so that even if a mother desired a place in which to leave her children she could not find one.

With the increasing tendency on the part of those engaged in social service to keep the child with the mother during the early period of its development, and to substitute various forms of aid to mothers for the direct subsidies to institutions for children, an important practical question arises. Is the day nursery an institution which is to be encouraged, or is it an institution which should disappear? The answer to this question might have been given somewhat more dogmatically ten years ago than now, for it is in the past ten years that the nursery school movement has come into being.

This raises the question whether or not the day nursery can so develop its educational function as to accomplish with its children what the nursery school is attempting. If the day nursery can really become an educational and training organization that supplements the home in an effective way, should or should there not be public recognition of its importance, and a definite attempt to bring it under educational super-

vision and to develop an effective permanent basis of financial support?

Turning to the nursery school, we find upon examination of its origin in England, that although a long history of experiments culminated in its establishment as a part of the public education program supported by public funds two divergent trends appear: one, a clear emphasis upon the benefit of the nursery school to the child; the other, a failure to extend these benefits to any except those who are underprivileged. The descriptions of the English nursery schools show that they fulfill functions in the community that are not sharply differentiated from those of the American day nursery or relief nursery school. In the United States, on the other hand, the nursery school movement has developed quite independently of philanthropic and charitable organizations and seems to a much greater degree to have come in contact with children from every social and economic class.

What is the future of the nursery school? Is it ultimately to become a part of the public school system as did the kindergarten on the theory that nursery school education is desirable for every child? Is it to remain as an institution fulfilling supplementary functions, such as being a research or demonstration center in pre-parental or parental education? Or will it continue to meet the needs of only a small group of mothers who can afford to pay the fees and find it necessary or desirable to part with their young children for a time each day?

With the kindergarten we are less concerned, since its future seems to be definitely assured. Almost from the beginning in this country it has been looked upon as a potential part of the public school system and is now in fact a well recognized though not universal part of that system. Its primary purpose is education rather than relief. Its clientele, like the clientele of the public school, is drawn from all social and economic levels. On the whole there seems to be little doubt of its value or of the wisdom of including it in the public school plan. Nevertheless, there are many places and sections of the country where there are no public school kinder-

gartens and the educational activities for older preschool children are in private and voluntary hands.

Society becomes officially interested in all children when they are old enough to enter the public school, usually at the age of six. Where kindergartens are a part of the school system this age is lowered by one year. The child of two, three, and four years has as yet no place under the official educational sun. How many children are there for whom day nursery or nursery school service should be provided?

To the question there seems to be no immediate answer. We are in the midst of a period in which many interesting experiments are being made in the education and training of young children. The day nursery, an old established institution, seems to be taking a new lease on life, under the stimulation of the new organizations which have entered the field. Whether a permanent modification of our public approach to the education and care of the young child will result, remains for the future to decide.

PURPOSES OF THIS STUDY

In the meantime, simpler and more practical questions arise. How many institutions for the education and training of young children are there in the United States? Under what auspices and for what purposes have they been developed? How many children do they reach? How are they housed and staffed? What is the nature of their program? How great are the similarities and differences between the various types of institutions? These are questions which are important if we are to reach a decision as to their future. Unfortunately few concrete data for the country as a whole are available, despite the fact that there are many excellent descriptions of particular programs and institutions.

The 1930 White House Conference presented an excellent opportunity to obtain a body of fact on the nature and practices of the existing institutions for the education and training of young children, which would furnish a basis for an intelligent approach to the entire problem of nursery education. This study is then essentially a fact-finding survey,

which speaks for itself, not so much in terms of theory and philosophy, as in descriptions and analyses of institutions for young children as they exist at the present time.

It is hoped that out of this study, some understanding of the difficulties faced by institutions for the education of young children, some knowledge of the defects and excellencies of present practices and some insight into the life of the young child may come.

CLASSIFICATION AND LOCATION OF INSTITUTIONS

On the basis of the ages of the children served and of their purpose, the institutions were divided into five classes: day nurseries, relief nursery schools, nursery schools, nursery school-kindergartens, and kindergartens. These institutions, though found in all geographical divisions of the country, tend to be concentrated in large centers of population and are seldom found in rural areas.

IN planning a study of institutions for the education and training of young children it was necessary to define with some care the institutions covered. Among the institutions which care for young children, day nurseries, nursery schools, kindergartens, orphan asylums, and boarding homes, may be mentioned. This study deals primarily with day nurseries, nursery schools and kindergartens, since these are the institutions most likely to have an educational policy. Boarding homes, being temporary places of sojourn, are rather ephemeral; are difficult to locate; and rarely have a program different from that found in ordinary homes. Since orphan asylums cover a wide range of ages, and vary greatly in their programs, they are not covered except in so far as definitely organized nursery schools or kindergartens are part of their program. This study covers all the kindergartens on which it could secure data, except those which are part of public school systems.¹

METHOD OF OBTAINING DATA

In order to secure data on institutions for the care and training of the young child a series of questionnaires, supplied

¹Public school kindergartens are covered by the Committee on The School Child (III C).

mented by personal visits to a small number of institutions, were used.

The first questionnaire, called the Initial Blank¹ throughout this report, was sent to every institution for which an address could be obtained.

The second more detailed questionnaire, called the Final Blank, was sent to a list of institutions that replied to the initial questionnaire, selected as typical of the entire group, on the basis of location, size, purpose, auspices and classification. These longer queries were sent out in two forms, one for the larger and one for the smaller institutions. Institutions which had reported, on the Initial Blanks, a staff of only one, were called, small; those with two or more, large. In addition, those institutions which reported infants under one year, received an Infant Page.

The personal visits were made by a trained investigator to a selected list of institutions that had returned both the questionnaires.

The following data were collected for analysis by this method:

1. Initial Blanks from 1,275 institutions, of which 39 could not be classified and so are omitted. On March first, 1929, the number of children enrolled in the 1,165 institutions which answered the question on enrolment was 48,814.
2. Final Blanks from 419 of the above institutions.
3. Reports of personal visits to 40 of the above institutions.

Of the institutions to which Initial Blanks were sent 32 per cent did not return them. It is probable that these are among the poorer, less interested, and less effective, institutions. Therefore, there is little likelihood that the picture drawn from the analysis of replies received is worse than it would be had every institution in the country replied. There is some likelihood that it is a little better.

¹ See Appendix for Blanks and details of methods of assembling material.

CLASSIFICATION OF INSTITUTIONS

It seemed desirable to classify the institutions which furnished data, independently of their official names, on the basis of usual and significant characteristics that would reliably differentiate them into groups.

Two characteristics were selected as a basis for classification. First, the reported age range of the children was selected, because the program of an institution is largely determined by the age range of the children attending it. Narrow age ranges are characteristic of kindergartens and nursery schools. Wide age ranges are characteristic of day nurseries. The second characteristic selected was the purpose of the institution. There were two main classes of purpose: first, the education and training of young children; and second, the relief of mothers who are gainfully employed. A division was made between those institutions reporting a relief purpose and those reporting an educational purpose.¹ Institutions which reported relief as a primary purpose in addition to education and training were classified as relief institutions.

Three main types of institutions were differentiated by this method of classification of the returns: first, day nurseries with a relief purpose and a wide age range; second, nursery schools with an education and training purpose and a narrow age range restricted to young preschool children; third, kindergartens with an education and training purpose and a narrow age range of older preschool children. These three types can be thought of as foci about which a large number of institutions cluster. Two intermediate types were also revealed: first, the relief nursery school, with a relief purpose and a narrow age range; second, the nursery school-kindergarten with an education and training purpose and an age range narrower than that of the day nursery but broader than that of the nursery school or kindergarten.

The classification was carefully made. Each of the types

¹ For method of determining Purposes see page 44.

was described with respect to purpose, age range, and grouping of children as follows:¹

1. *Day Nursery*

Purpose: relief of unsatisfactory economic or unwholesome social conditions in the home.

Age range wide, i.e., may or may not have infants, usually has both preschool and school children.

Grouping of children: children of all ages are found.

2. *Relief Nursery School, with or without Kindergarten*

Purpose: relief of unsatisfactory or unwholesome social conditions in the home and the education and training of children. (Intermediate type having characteristics of both the day nursery and nursery school. Usually sets up an educational program based upon fairly continuous attendance of the same children over a period of time.)

Age range restricted—most frequently between two and five or two and six years.

Grouping: in the relief nursery school, one group; in the relief nursery school and kindergarten, two groups.

3. *Nursery School*

Purpose: education and training of young children.

Age range narrow—usually between two and five years.

Grouping of children: practice varies, children may or may not be divided into separate age groups.

¹ With the aid of these descriptions, 100 institutions were classified independently by each of 2 assistants and differences in classification discussed. In a second group of 100 classified independently by the assistants there were 3 cases of disagreement. After the discrepancies were checked to the satisfaction of both assistants, the remaining blanks were classified. As the classification proceeded, frequent consultations were held and difficult cases discussed in order to make the ratings as uniform as possible.

NURSERY EDUCATION

4. *Nursery School in combination with a Kindergarten or with a Kindergarten and Private Elementary School.*

Purpose: education and training of young children.

Age range, rather restricted, usually from two years to age of school entrance.

Grouping: children are divided into two main groups—the lower ages in the nursery school, the upper in the kindergarten.

5. *Independent Kindergarten or Kindergarten in Conjunction with a Primary School.* (Not connected with public schools.)

Primary purpose: education and training of young children.

Age range narrow, usually from four years to age of school entrance.

Grouping: usually one group.

On this basis it was possible to classify 1,236 of the 1,275 institutions returning the Initial Blanks. When this was done the number of institutions in each group was found to be: 516 day nurseries, 60 relief nursery schools, 169 nursery schools, 114 nursery school-kindergartens, and 377 kindergartens.

GEOGRAPHICAL LOCATION OF INSTITUTIONS

Table 1 and Figure I give the distribution of the institutions of the various types according to their location in the geographical divisions of the United States census.¹

¹ The Census classification is as follows: *New England*: Maine, New Hampshire, Vermont, Massachusetts, Connecticut, Rhode Island; *Middle Atlantic*: New York, New Jersey, Pennsylvania; *East North Central*: Ohio, Indiana, Illinois, Michigan, Wisconsin; *East South Central*: Kentucky, Tennessee, Alabama, Mississippi; *West South Central*: Arkansas, Louisiana, Oklahoma, Texas; *West North Central*: Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, Kansas; *South Atlantic*: Delaware, Maryland, Virginia, District of Columbia, West Virginia, North Carolina, South Carolina, Georgia, Florida; *Mountain*: Montana, Idaho, Wyoming, Colorado, New Mexico, Arizona, Utah, Nevada; *Pacific*: Washington, Oregon, California.

TABLE 1
GEOGRAPHICAL DISTRIBUTION OF INSTITUTIONS

Type	Number	New Eng- land	Middle At- lantic	East North Central	West North Central	South At- lantic	East South Central	West South Central	Moun- tain	Pacific
		Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent
D N.....	516	8 1	35 2	17 8	6 2	8 7	5 0	7 8	1 9	9 3
R N S. . .	60	5 0	30 0	26 7	11 7	5 0	3 3	5 0	1 7	11 7
N S. . .	169	17 8	17 8	22 5	14 2	4 7	5 9	5 3	1 2	10 6
N S-K. . .	114	18 4	19 3	21 9	5 3	6 1	5 3	7 9	3 5	12 3
K.....	377	14 6	19 9	22 0	5 8	11 7	7 7	4 5	4 0	9 8
All	1,236	12.2	26.5	20.6	7.4	8.7	5.9	6.2	2 6	10 0
Per Cent Total Population in Geographical Divisions (1930).....		6 7	21.4	20.6	10.8	12.9	8.1	9.9	3.0	6.7

Notes: Most of the data lend themselves readily to presentation in the form of percentages. Occasionally some other statistical measure is used, chiefly the mean or median. In some cases standard deviations are also presented. However it seemed unwise to carry the statistical treatment to a point beyond the probable usefulness of the report. Since all the data are preserved, other statistical measures can be made available to those interested upon request to the chairman of the Committee.

The following abbreviations are used in the tables and figures: D N for Day Nurseries; R N S for Relief Nursery Schools with or without Kindergartens; N S for Nursery Schools; N S-K for Nursery Schools-kindergarten or Kindergartens and Primary Schools, K for independent Kindergartens or Kindergartens in combination with private elementary schools.

The number of institutions on which the results are based vary from Table to Table. First, because all of the institutions did not answer all the questions, and second, because some of the data are based on the Initial Blank and some on the Final Blank. If the number of omissions for any item is small, percentages are based on the number of institutions reporting, exclusive of the omissions. If the number of omissions is large, percentages are based on the total number of institutions and the per cent of omissions is presented and discussed. Where the number of cases used is less than the total number of the kind of blanks in question, the column presenting the number of institutions is headed, "Number Reporting." Percentages are used throughout the report to facilitate cross comparisons between types of institutions. Since the number of cases upon which the percentages are based is given in the first column of the tables and charts, the absolute figures can readily be calculated.

The per cent of the total population reported by the 1930 Census in each of the geographical divisions is shown in the bottom row of Table 1. In Figure I the dotted line across each column indicates the proportions of the total population within each geographical division. Thus one can easily determine whether each type of institution exists as frequently within each geographical area as is to be expected on the basis of population.

NURSERY EDUCATION

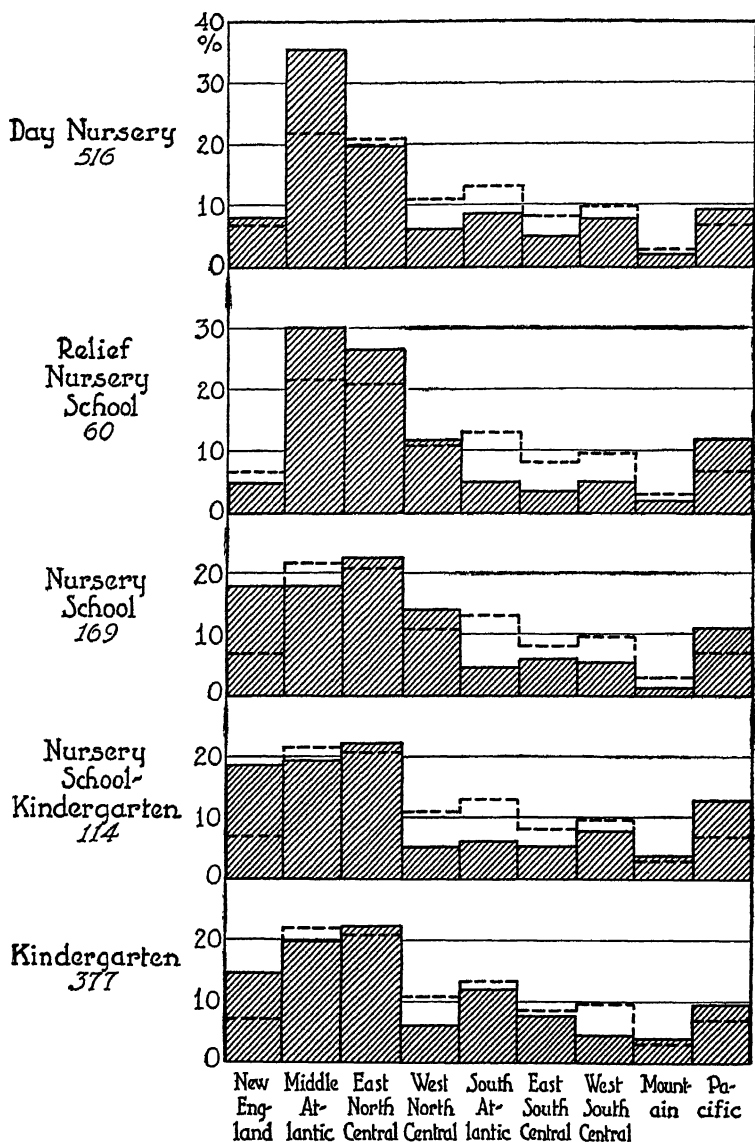


FIG. I.

GEOGRAPHICAL DISTRIBUTION OF INSTITUTIONS.

These figures reveal no striking tendencies. Day nurseries are more frequent than is to be expected in the Middle Atlantic and less frequent in the Central and the South Atlantic areas. Nursery schools are more frequent than is to be expected in New England and on the Pacific Coast, and less frequent in the southern and mountain areas. Private kindergartens are more frequent in New England and on the Pacific Coast and less frequent in the western and the southern areas than is to be expected. In every geographical division of the country institutions of each class are found.

LOCATION BY SIZE OF COMMUNITY

In Table 2 the type of institution in relation to size¹ of community is presented. The same data are shown graphically in Figure II with the 1930 population figures indicated by the dotted line, for purposes of comparison.

TABLE 2

DISTRIBUTION OF INSTITUTIONS BY SIZE OF COMMUNITY							
Type	Number	Under 2,500	2,500- 10,000	10,000- 100,000	100,000- 500,000	500,000- 1,000,000	Over 1,000,000
		<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>
D N	516	0.4	3.3	28.9	30.6	6.2	30.6
R N S.....	60	0 0	6 7	8 3	25 0	13.0	46 7
N S.....	169	7 7	20.1	26 0	18 9	11 8	15 4
N S-K.....	114	10 5	15.8	22 0	29 8	7 9	14 0
K.....	377	11.1	19.6	25.5	30.0	5 8	8 0
All..	1,236	5.6	11.9	25.8	28.5	7.4	20 9
Percent Total Population by Sizes of Communities (1930).....							
		43.8	8.6	17.9	12.6	4.7	12 3

Day nurseries and relief nursery schools are seldom found in rural communities or in towns and cities with a population of less than 10,000. In cities of over 100,000 they are twice as frequent as would be expected. Nursery schools are relatively infrequent in rural communities, twice

¹ The Census classification of size of community is used.

NURSERY EDUCATION

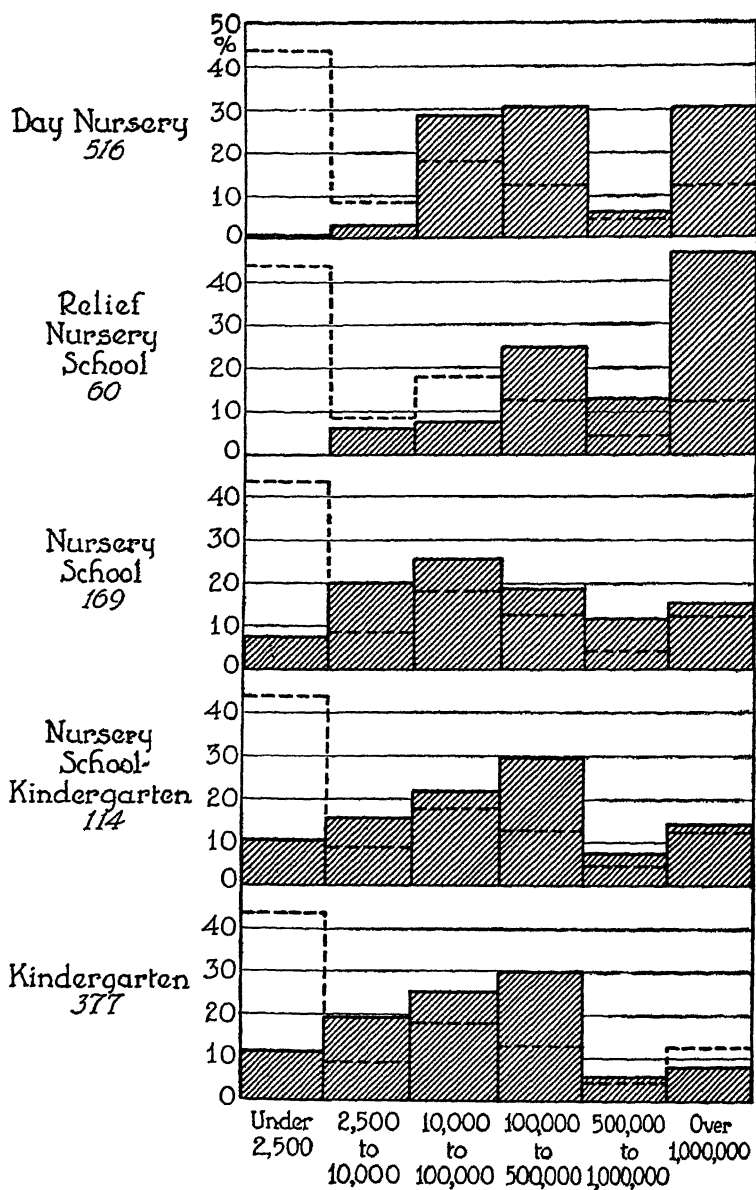


FIG. II.

DISTRIBUTION OF INSTITUTIONS BY SIZE OF COMMUNITY.

as frequent as expected in communities of 2,500 to 10,000, and about one and a half times as frequent as expected in the great centers of population. The kindergartens covered by this study show almost the same relative distribution as the nursery schools, except in the large cities where there is a great falling off in frequency. The relatively smaller number of independent or private kindergartens in the very large centers is explained by the fact that in larger towns they are more likely to be a part of the public school systems.

If we examine the figures for all types of institutions combined, we see that on the basis of population, institutions exist in rural communities only about one-tenth as frequently as would be expected; in communities between 2,500 and 10,000 slightly more frequently than expected; in communities over a million, slightly under twice as frequently as expected.

SUMMARY

The data for this study of institutions for the training and care of young children were obtained from three sources: (1) a two-page questionnaire distributed widely, from which 1,275 replies were received; (2) a more detailed questionnaire sent to a selected list of institutions that had returned the previous inquiries, from which 419 replies were received; (3) personal visits to 40 institutions that had returned both previous queries.

The institutions are divided into five classes or types: day nurseries, relief nursery schools, nursery schools, nursery school-kindergartens, and kindergartens.

Institutions of all these types are found in all the major geographical divisions of the country. They tend to be somewhat more frequent relatively in the New England, Middle Atlantic and Pacific regions than in the other areas.

Day nurseries and relief institutions are concentrated in the great centers of population. Nursery schools exist more frequently in the smaller urban centers. Very few institutions of the types surveyed are found in rural communities or in small towns and villages.

TYPICAL AND SELECTED INSTITUTIONS

The typical day nursery, relief nursery school, nursery school, nursery school-kindergarten and kindergarten revealed by our data are described. In addition descriptions are given of actual institutions: two day nurseries, two nursery schools and two kindergartens selected from the records submitted.

IN order to give the reader a concrete picture of the institutions studied and their problems this chapter presents first, a brief composite characterization of each of the five types based upon our data and second, descriptions of two of each of the following types of institutions: day nurseries, nursery schools and kindergartens. These particular institutions are selected because they are at or near the averages for their types in size, but depart considerably from the descriptions of typical institutions in other characteristics.

TYPICAL INSTITUTIONS

Typical Day Nursery

The typical day nursery, as shown by our data, is located in a city with over 100,000 population. It is sponsored by private individuals, a social agency or a church. It receives financial aid from community funds, private funds, subscriptions, and from tuition fees of ten cents a day. It exists primarily for the purpose of caring for and building up the health of children of mothers who are gainfully employed. It does not belong to any association. It cares for 58 children between the ages of birth and eight years. The mean age of the children is 5.1 years. The nursery is open six days in the week, twelve months in the year, from 7 A.M. to 6 P.M.,

eleven hours a day. At any one time 75 per cent of the children enrolled are in attendance.

The nursery has 7.6 rooms or 7.6 children to a room; 3,215 square feet of outdoor play space, an area 50 x 64 feet; and 1,012 square feet of indoor play space, an area 20 x 51 feet. There are 60 square feet of outdoor play space and 22 square feet of indoor play space for each child. The building, probably used for some other purpose, is of semi-fireproof construction. It has 4 exits leading to the outside, a fire extinguisher on each floor and a fire escape. It probably does not have fire drills. There is a toilet seat for every 9.6 children, a washbowl for every 11.2 children, a small table for every 6.9 children, and a small chair for every 1.2 children enrolled. The children are supplied with individual combs, toothbrushes, towels, washcloths, handkerchiefs, but not lockers.

The staff consists of 2.4 teachers and administrators, one nurse and one maid. The administrators and teachers have completed high school. They each work forty-five hours a week and have 24.4 children to care for. Medical service is obtained through cooperation with a hospital or clinic.

The admission requirements are: a complete medical examination; vaccination against smallpox; the mother employed. A home visit is made before the child is accepted and children may be accepted for temporary care. Children receive medical inspection daily by a nurse; complete physical examinations twice a year by a physician; and dental examinations once a year. Children are weighed once a month and measured every two months. The chances that all children are vaccinated against smallpox or immunized against diphtheria are about even. Cod liver oil and orange or tomato juice are given daily.

Seven out of a list of 20 common kinds of play apparatus; 28 out of a list of 40 common kinds of play materials; and one piano and one phonograph are available. Accessible to the children are 37.2 square feet of shelving space. Outdoor play, free play, "play" (unspecified), and story-telling are probably included in the daily schedule.

Typical Relief Nursery School

The typical relief nursery school is found in a community of over 100,000 people. It is organized under the auspices of a social agency, private individuals or a church and derives its income from tuition, community funds, subscriptions or private funds. Its tuition charge is 10 cents a day. Its purpose is both the relief of employed mothers and the education and training of the children. It is not a member of an association. It cares for 31 children between the ages of one and six years with a mean age of 3.9 years. It is in session from 8:30 A.M. until 4 P.M. five days a week and ten months in the year. The attendance on any one day is 84 per cent of the enrolment.

There are 3.6 rooms or 8.6 children a room on the average; 1,750 square feet of outdoor play space, an area 50 x 35 feet; and 1,142 square feet of indoor space, an area 20 x 58 feet. The building is of semi-fireproof construction and used for other purposes. There are 2 exits and no fire alarm, but fire extinguishers and fire escapes are present. Fire drills are not held. There is one toilet seat for every 10 children and one washbowl for every 9 children. There are available 34 small chairs and 10 small tables. The school provides combs, toothbrushes, towels, washcloths, handkerchiefs, and individual lockers.

The staff consists of 2 teachers, one part-time nurse, one maid, and one part-time student teacher. The staff have had special training beyond the high school level but are not college graduates. They each work thirty-five hours a week and are responsible for 13 children. No specialists are directly on the staff, but the school cooperates with a hospital or clinic.

A physical examination and vaccination for smallpox are required for admission. Occasionally children are taken for temporary care. Medical inspection is given daily by a nurse or teacher; a complete physical examination once or twice a year by a physician; and a dental examination twice a year. The children are weighed every month and measured

every two months. Seventy per cent of the children are vaccinated for smallpox and 50 per cent immunized for diphtheria. Cod liver oil and either orange or tomato juice are given daily.

This institution has 9 out of the 20 common classes of play apparatus and 32 out of the 40 common kinds of play materials, and a piano and phonograph. Its program includes free play, both outdoor and indoor play, songs, rhythms, music, handwork, and story-telling.

Typical Nursery School

The typical nursery school is located in a city of 10,000 to 500,000 people, is sponsored by private individuals, a college or university, or a social agency. The daily tuition charge is 31 cents a child. Its primary purposes are the education and training of children and the aiding of children in emotional adjustment. It is not a member of an association.

It cares for 19 children between the ages of one and six years with a mean age of 3.7 years. It is open three hours a day, from 9 A.M. until 12 M., five days a week, and nine months in the year (one-third are open seven hours a day from 9 A.M. to 4 P.M.). Eighty-six per cent of the children enrolled are in attendance at any one time.

The school has 4 rooms, with 5 children to a room. Its outside play space is 5,175 square feet or an area approximately 100 x 50 feet. Its indoor space is 918 square feet or an area approximately 20 x 50 feet. There are 275 square feet of outdoor play space and 52 square feet of indoor space for each child. The building is of semi-fireproof construction, and is used for other purposes as well as for the nursery school. There are 3 exits, or one for every 7 children, no fire alarm, no fire escapes, but there are fire extinguishers. Fire drills are not held. It has one toilet seat for every 8 children, one washbowl for every 7 children; and 25 small chairs and 7 small tables for the 19 children. It provides towels, washcloths, handkerchiefs, and lockers for the children, but not combs or toothbrushes.

The staff consists of 4 persons, 2 teachers and one student teacher, and either one teacher or one nurse. The teachers have had college training and spend twenty-eight hours a week on duty. There is no physician on the staff and probably no cooperation with a clinic. The chances are even that a physical examination will be required on admission, that there will be a racial or color requirement, and that children desiring admission will have to wait until a regular date. Children are not taken for temporary care. Their noses and throats are inspected daily by the nurse. They have a complete physical examination once a year, are weighed once a month, and measured every three months. Fifty per cent of the children are vaccinated for smallpox and 30 per cent immunized for diphtheria. Medical histories are kept. Orange or tomato juice is given daily and cod liver oil may also be given.

It has 10 out of a list of 20 kinds of common play apparatus and 33 out of a list of 40 common kinds of play materials. It has a piano and phonograph, provides 42.9 square feet of shelving space that are accessible to children. Its daily program includes free play, both outdoor and indoor, rhythms, games, music, handwork and story-telling.

Typical Nursery School-Kindergarten

The typical nursery school-kindergarten is located in a community of 10,000 to 500,000 people. It is sponsored by a private school or by private individuals and receives its financial support from tuition and private funds. The charge is 52 cents a day. It is not a member of an association. It cares for 40 children between the ages of two and eight years with a mean age of five years. The children are divided into a nursery school and a kindergarten group. The school is in session for nine months of the year, five days a week, from 9 A.M. to 12 M. or three hours daily. The attendance is 92 per cent of the enrolment. It has 4 rooms or an average of 10 children to a room. There are 6,000 square feet of outdoor play space, an area 50 x 120 feet; and 1,011 square

feet of indoor play space, an area 20 x 50 feet. The building, used for other purposes, chiefly educational, is of semi-fire-proof construction. There are 4 exits or one for every 10 children; there may be a fire alarm; and regular fire drills may be held. Extinguishers are found on each floor. There is one toilet seat for every 15 children and one washbowl for every 14 children. The institution has 40 small chairs and 14 small tables. It provides towels and handkerchiefs, but not combs, toothbrushes, washcloths or lockers.

The staff consists of 4 teachers, who have had special training beyond high school but are not college graduates, one part-time student teacher and one maid. There are no admission requirements beyond a specification as to race or color. The chances are even that a daily medical inspection is given, either by a nurse or teacher. The children are not likely to have complete physical examinations as part of the school routine but are weighed and measured twice a year. Most of the children are vaccinated for smallpox, but few are immunized against diphtheria. Cod liver oil and orange or tomato juice are not served. The institution has a piano and phonograph, 11 of the 20 common kinds of play apparatus; and 33 of the 40 common kinds of play materials. Its daily program includes free play, outdoor play, songs and rhythms, handwork and story-telling.

Typical Kindergarten

The typical kindergarten is found in a community of 10,000 to 500,000 people, is sponsored by a private school or private individuals and obtains financial support from the same sources. Its income from tuition fees is 20 cents a child each day. Its purpose is education and training, emotional adjustment and the building up of children physically. It cares for 34 children between the ages of three and eight years, with a mean age of 5.4 years. It is open from 8:30 A.M. until 12 M., five days a week, nine months in the year. The average daily attendance is 87 per cent of the enrolment.

Two rooms are available for the kindergarten. As out-

door space, 3,750 square feet are available, or an area 50 x 75 feet; and as indoor play space 677 square feet, or an area 20 x 38 feet. The building is frame and used for other purposes. There are 3 exits or one for every 12 children. There are no fire alarms or drills, but fire escapes and fire extinguishers are available. There is one toilet seat for every 9 children; one wash bowl for every 12 children; one chair for every child; and one table for every 3.4 children, or 33 chairs and 10 tables. No individual equipment except towels and extra handkerchiefs is provided.

There are 2 teachers, one part-time nurse and one part-time student teacher on the staff. The teachers have had special training beyond high school but are not likely to be college graduates. They are on duty twenty-four hours a week. There are no physical or health requirements for admission but a racial or color requirement is in effect. The homes of the children are not visited before children are admitted. There is no daily medical inspection nor are complete physical examinations given. The children are weighed once a month and measured twice a year. Few of the children are vaccinated for smallpox and still fewer immunized against diphtheria (one-half of the kindergartens omitted the information on the number of children vaccinated, and two-thirds that on number immunized against diphtheria).

Out of a list of 20 kinds of common permanent play apparatus, 6.6 kinds are found; out of a possible 40 kinds of common play materials, 28.4 are found. A piano and phonograph are in use. Forty square feet of shelving space are accessible to the children. The program consists of free play, games, songs, rhythms, handwork, story-telling and conversation.

SELECTED INSTITUTIONS

Day Nurseries

Institution 1. This day nursery of 88 children is located in a city of between 100,000 and 500,000 people. It is sponsored by a social agency, and is supported by money from a foundation. Its charge is 10 cents a day. It belongs to a

national association for day nurseries. The children are from two to over eight years old with the mean age at 6.4 years. The nursery is in session all day, from 6:30 A.M. to 6:30 P.M., six days a week and twelve months a year.

There are 10 rooms, or 9 children a room. The outdoor play space is 12,000 square feet; indoor 2,720; giving 136.4 and 30.9 square feet each child respectively. The three-story frame building housing the nursery is used for no other purpose. There are 4 exits, a fire alarm and extinguisher on each floor, and an outside, metal fire escape. No fire drills are held. There are 5 toilet seats, one for every 18 children; and 14 washbowls, one for every 6 children. There are 18 tables, 128 small chairs, and a piano and phonograph. A comb, toothbrush, washcloth, and locker are provided for each child, and paper towels and handkerchiefs are available.

The staff consists of one full-time and one half-time teacher, both with university degrees, one half-time student teacher, and two full-time maids. The members of the staff who are on full time each work sixty-four hours a week. A physician in attendance one to three hours weekly and a full-time nurse complete the staff.

A complete physical examination is required for admission. Immunization against diphtheria, and vaccination against smallpox are not required. The children of working mothers receive first consideration, and there are no racial or color requirements. A home visit is made before children are admitted. Although there are no regular dates for admission, children are not accepted for temporary care. Children receive daily medical inspection by a nurse, and a complete examination when it seems to be needed. Dental examinations are given only occasionally. All children are weighed once a month and measured every three months. Ninety per cent of the children are vaccinated against smallpox and 50 per cent immunized against diphtheria. Cod liver oil and orange juice are given daily.

Of 20 varieties of common play apparatus, 14 are found, and of 40 common play materials, 37 are found. The schedule includes conversation, a handwork period (clay, blocks,

paper, and so forth), songs and rhythms, brushing teeth and washing for lunch, lunch, nap, outdoor play, mid-afternoon lunch, games, a change of clothes followed by outdoor play until the children go home.

Institution 2. This day nursery is also located in a city of between 100,000 and 500,000 population. Its enrolment is 114 children between birth and eight years of age with a mean age of 4.7 years. It is sponsored by a church, and supported by community funds, private funds, subscription and tuition fees. The daily charge ranges from 5 to 10 cents. It operates from 6 A.M. to 7 P.M., six days a week and twelve months a year.

The building is of two-story frame construction, and is not used for any other purpose. Five rooms are used by the children, making an average of 23 children a room. There are 5 exits but no fire alarm, fire extinguisher or fire escapes. Fire drills are held once a week. There are 2 toilet seats and 2 washbowls, one of each for every 57 children. There are 70 small chairs and 6 small tables, a chair for every 1.6 children and a table for every 19 children. Individual combs, toothbrushes, towels, and washcloths are supplied to the children. No extra handkerchiefs are kept and children do not have separate lockers.

There is a full-time director, who is a teachers' college graduate. Two other teachers' college graduates each work half time. A public health nurse is available on call, and the institution obtains medical service by cooperation with a clinic.

The requirements for admission include vaccination against smallpox, immunization against diphtheria, but not a complete physical examination. Children are accepted for temporary care, no home visits are made before admission, and there are no regular dates for admission. There is no medical inspection, and the data on frequency of complete medical examination, dental examination, weighing, and measuring were not furnished. All of the children are vaccinated for smallpox and immunized against diphtheria. The

data on the giving of cod liver oil and orange or tomato juice were omitted.

Only 2 out of the list of 20 common pieces of play apparatus, and 16 out of the list of 40 common articles of play material are found in this institution. The schedule includes greetings, devotional exercises, a lesson (unspecified), exercises (under direction), story-telling, paper cutting, pasting and drawing, songs, health lesson, closing exercises, lunch.

Nursery Schools

Institution 3. This nursery school is located in a city of between 10,000 and 100,000 population. It is sponsored and supported by a university. The daily tuition fees range from 42 cents to 50 cents. It has 16 children ranging in age from one to five years with a mean of 3.3 years. The sessions are full day, from 8:30 A.M. to 5 P.M., five days a week, and eleven months a year.

Six rooms are used for the children, a mean of 2.7 children a room. The outdoor play space is 11,000 square feet and the indoor play space, 2,400 square feet in area; giving respectively 700 square feet and 150 square feet of play space a child. The one-story frame building has 4 exits, no fire alarm, and one fire extinguisher. There are 3 toilet seats, one for each 5 children, and 5 washbowls, one for each 3 children. There are 24 small chairs, 6 small tables, and a piano. Individual combs, toothbrushes, towels, washcloths, handkerchiefs, and lockers, are supplied.

The staff consists of three full-time teachers, all college graduates, one half-time teacher, who is also a college graduate, and one quarter-time student teacher. There are also one full-time nurse and psychologist and one part-time psychological examiner, one nutritionist and one pediatrician.

The requirements for admission include immunization against diphtheria and vaccination against smallpox, but not a complete physical examination. There are no racial or color requirements, and the children come from all economic levels. Home visits are sometimes made before admission. There

are regular dates for admission and children are not accepted for temporary care. Children are inspected daily by a physician and a nurse. A complete physical examination is given twice a year, a dental examination at irregular intervals, and all children are weighed and measured weekly. All the children are vaccinated against smallpox and immunized against diphtheria. Cod liver oil and orange juice are given daily.

Twelve out of the list of 20 kinds of common play apparatus and 36 out of the list of 40 common kinds of play materials are found in this institution. The schedule starts with outdoor play or excursions if the weather permits, if not indoor free play (blocks, handwork). A rest period is followed by indoor activity (music, rhythms, story-telling, picture books), lunch, nap, outdoor play and dismissal.

Institution 4. This nursery school is in a city of 100,000 to 500,000 population, sponsored by a church and supported by community and private funds. There was no answer to the question about tuition. Forty-five children from two to six years old are enrolled. The mean age is 3.9 years. The session is from 8:30 A.M. to 12 M., five days a week and eleven months a year.

The building is one-story, semi-fireproof. Two rooms are used for the nursery school. No information is given on the size of the outdoor play space. The indoor play space is 1,800 square feet, an average of 45 square feet to each child. There are 2 exits, and no fire alarm. Fire drills are not held. There are 4 toilet seats and 4 washbowls, one of each for every 11.2 children. There are 54 small chairs and 17 small tables, a piano and a phonograph. Individual towels and washcloths are supplied, but no combs, toothbrushes or lockers.

The staff consists of a director with special kindergarten training who is at the nursery twenty hours a week and one nursery school teacher who is a college graduate and works fifteen hours a week. No specialists are listed on the staff nor is there any mention made of cooperation with a hospital or clinic.

Physical examination, vaccination against smallpox, and immunization against diphtheria are not required before admission. Children must be white, and the parents preferably of the laboring class. Home visits are not made before admission, there are no regular dates for admission and children are accepted for temporary care. The information on frequency of complete physical examination, dental examination, weighing, measuring, number of children vaccinated against smallpox and immunized against diphtheria, are omitted. Cod liver oil is given daily, but orange or tomato juice is not given.

Five of the list of 20 common pieces of play apparatus, and 23 of the 40 common play materials are found in this institution. The schedule includes outdoor play, devotional exercises, songs and rhythms, mid-morning lunch, quiet play indoors (cutting, pasting, picture books, drawing, modeling), and story-telling before leaving for home.

Kindergartens

Institution 5. This kindergarten is in a city of from 500,000 to 1,000,000 population. It is connected with a private elementary school, supported by private funds and subscriptions, and charges a tuition fee of 42 cents a day. It has 25 children from five to seven years and with the mean age at 5.9 years. The session is from 9 A.M. to 12 M., five days a week and ten months a year.

The building is one-story, fireproof and used only for school purposes. Two rooms are available for the kindergarten. For outdoor play space a large school yard is available. There are 4 exits and a fire alarm, but no fire extinguishers or fire escapes. Fire drills are not held. There are 4 toilet seats and 4 washbowls, one of each for every 6 children; 28 chairs; 6 tables; a piano and a phonograph. Individual towels are supplied but not combs, toothbrushes, washcloths, handkerchiefs or lockers.

The staff consists of two full-time teachers, both of whom are college graduates, and one physician in attendance five hours a week.

Admission requirements include a complete physical examination, vaccination against smallpox and immunization against diphtheria. There are no economic requirements, but all children must be white. Children are admitted at regular times, home visits are sometimes made before admission. Children are not admitted for temporary care. Medical inspection is made by a nurse when it seems to be necessary. The children receive a complete medical examination, a dental examination and are weighed and measured twice a year. Ninety-five per cent of the children are vaccinated for smallpox and 90 per cent are immunized against diphtheria. Orange juice is given the children daily (the information on cod liver oil is not given).

Nine of the 20 kinds of common play apparatus and 30 of the 40 common play materials are found. The schedule consists of a free-play or handwork period, followed by conversation, recess, a mid-morning lunch of milk, a rest, games, music (songs, rhythms, orchestra), stories and dramatizations, and dismissal.

Institution 6. This kindergarten is in a city with a population between 2,500 and 10,000. It is sponsored by private individuals. No data on sources of support or daily charges are furnished. Forty-one children between the ages of four and six with a mean age of 5.1 years are enrolled. The session is from 9 A.M. to 11:30 A.M., five days a week, eight months a year.

The building is a one-story frame private residence in which 2 rooms are used by the kindergarten. It has 5 exits, and no fire alarm. The information on the number of toilet seats and washbowls is omitted. There are 43 small chairs and 12 small tables, one chair for each child enrolled and one table for every 3.5 children. There is a piano and a phonograph. Lockers are not provided and the information on individual combs, toothbrushes, towels, washcloths, and handkerchiefs was omitted.

The staff consists of a principal and an assistant teacher. Each has had one year of special training beyond high school

and each teaches fifteen hours a week. A nurse comes in once a month to give a medical inspection.

Requirements for admission include a complete physical examination and vaccination against smallpox, but not immunization against diphtheria. There are no racial or economic requirements. There are regular dates for admission and children are not accepted for temporary care. Home visits are not made before admission. The data on frequency of weighing, measuring, the number of children immunized against diphtheria, the giving of cod liver oil and orange or tomato juice were all omitted. Children receive dental examinations monthly. All children are vaccinated against smallpox.

Only 3 out of the 20 common kinds of play apparatus, and 22 out of the 40 common kinds of play materials are found. The schedule starts with a circle, followed by rhythms, handwork, a short recess, story-telling, songs, games and goodbye exercises.

The reader should bear in mind that these six institutions are described to illustrate the variation and the kinds of specific data from which the descriptions of typical institutions were assembled.

AUSPICES, SUPPORT, TUITION AND PURPOSES

Institutions for the education and training of children operate under a variety of auspices. Day nurseries and relief nursery schools are usually sponsored by social agencies or private individuals; nursery schools by private individuals or universities; nursery school-kindergartens and kindergartens, by private individuals or private schools. Support is received from a variety of sources. Daily charges are small and rarely cover the cost of the service rendered. Day nurseries and relief nursery schools are operated primarily for the assistance of mothers who are gainfully employed and secondarily to build up the physical health of the children. Nursery schools, nursery school-kindergartens and kindergartens seek to educate and train young children. Emotional adjustment is often given as a secondary purpose.

THE functions of an institution for the care and training of young children are determined largely by the auspices under which it develops, the sources of its financial support, and the purposes for which it is established.

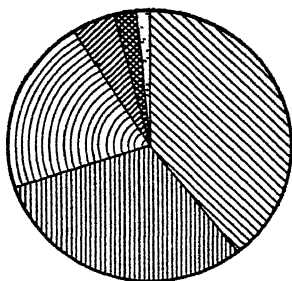
AUSPICES

Table 3 shows the auspices under which the various types of institutions operate. Figure III presents the same data in graphic form.

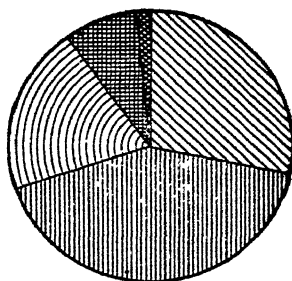
TABLE 3
SPONSORING AGENCIES

INSTITUTIONS Type	Number	Private individuals ^a	Social agency	Private school	Church	College or uni- versity	City, county, or state organization	Indus- trial	Misc.
		Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent
D N ..	516	39 5	30 4	..	20 5	0 2	5 4	2 5	1 4
R N S...	60	28 3	41 6	....	20 0	8.3	..	1.7	..
N S...	169	49 1	11 2	..	5 9	30.2	2 9	..	0 6
N S-K...	114	26 4	4 4	53 6	3 5	7.9	1 8	0 8	1 6
K.....	377	35 3	13 5	24.7	13 8	7.4	2 1	2 4	0 8
All (per cent)	1,236	37 9	20 8	12 4	14 9	7.6	3 4	1 9	1 1

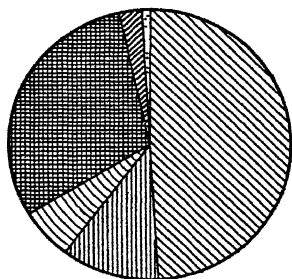
^a "Private individuals" as used in this table refers to organizations of private individuals not directly connected with a social agency, church, or other public institution.



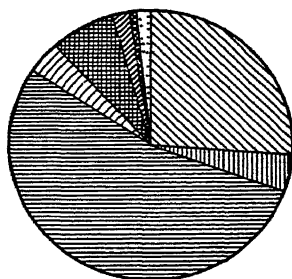
Day Nursery



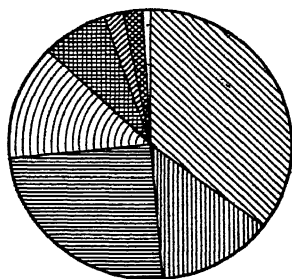
Relief Nursery School



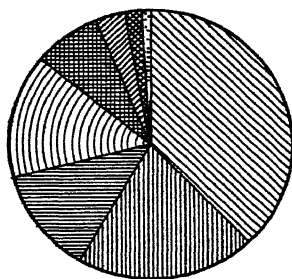
Nursery School



Nursery School-Kindergarten



Kindergarten



All Institutions

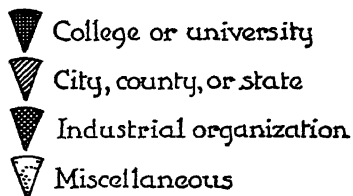
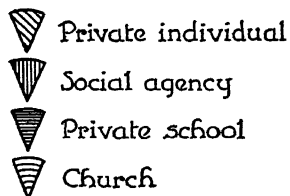


FIG. III.

AUSPICES OF INSTITUTIONS.

NURSERY EDUCATION

Day nurseries usually operate under the auspices of social agencies, private individuals, or churches. Relief nursery schools are usually sponsored by social agencies, private individuals, churches, or colleges and universities. Nursery schools are more often under the auspices of private individuals or of colleges and universities, although occasionally sponsored by social agencies. Most nursery school-kindergartens are sponsored by private individuals or private schools. Private kindergartens are usually under the auspices of private individuals or private schools, occasionally of social agencies, churches, or colleges.

SUPPORT

Although information was desired upon the amount or proportions of total income obtained from each source as well as the source, so few institutions returned detailed figures for this that no adequate summary can be presented. The failure to specify the proportions of the total income received from the various sources probably reflect inadequate accounting rather than an unwillingness to furnish the information. From the available data we can present only the number of institutions receiving money from each of a number of listed sources. These data are presented in Table 4.

TABLE 4
SOURCES OF SUPPORT

INSTITUTIONS		Tuition fees	Community fund	Private funds	Subscription	Foundation and endowments	University and college	Religious organization	Industrial organization	City, county, or state
Type	Number	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent
D N.....	516	88.8	43.0	32.2	37.2	6.9	0.4	15.1	3.9	13.2
R N S.....	60	78.3	25.0	26.7	28.3	18.3	8.3	11.7	1.7	5.0
N S.....	169	89.9	8.9	28.4	8.9	9.5	27.8	2.9	0.0	3.0
N S-K.....	114	95.6	4.4	25.4	6.1	4.4	7.2	1.8	0.9	2.7
K.....	377	72.7	3.7	15.4	3.4	2.7	8.2	7.4	5.6	9.9
All.....	1,236	84.1	21.9	24.8	19.7	9.8	7.5	9.7	3.5	9.4

Since the amount of support is not given the data in Table 4 should not be interpreted as indicating that the main source of income comes from the source which shows the highest

frequency. A large proportion of all the institutions reports tuition as a source. Nevertheless, the daily charges in most institutions are so small as to constitute only a minor proportion of the income of any particular institution, or of the institutions as a whole.

Day nurseries receive money from tuition fees, community funds, subscription, private funds, religious organizations, and public funds. Relief nursery schools receive support from tuition fees, subscription, private funds, community funds, religious organizations, and endowments. Nursery schools are supported by tuition fees, private funds, universities or teachers' colleges, subscription, community funds, and foundations. Nursery school-kindergartens obtain support from tuition fees, private funds, and universities or teachers' colleges. Kindergartens are supported by money from tuition fees, private funds, universities or teachers' colleges, boards of education, and religious organizations.

Community funds of various kinds are found to be very important in the support of day nurseries but not so important in the support of nursery schools and the kindergartens. One-fourth of the institutions, regardless of type, receive support from private funds. Industrial organizations support relatively few day nurseries and kindergartens.

TUITION

Data were obtained on the amount of tuition or attendance fees charged from answers to the question on the Initial Blank of Inquiry: "What charges do you make per child per ———? \$———." Some institutions report lower and upper limits and explain that the lower limits are for the needier clients. Some institutions allow reductions for more than one child in the same family. Others report fixed charges.

In Table 5 the number of institutions reporting "Some children free," "all children free," "sliding charges," and "fixed charges" is presented. In the relief institutions graduated charges are planned to fit the incomes of clients, while in the other institutions, charges may vary with the type of service rendered or the age of the child. Institutions with a

NURSERY EDUCATION

TABLE 5

TUITION

Type of inst.	Number reporting	Some children free	All children free	Sliding charge	Fixed charge	Median of minimum charge	Semi-interquartile range
		<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>		
D N	470	17.7	5.7	44.2	50.1	\$ 10	\$.04
R N S	56	9.0	8.9	16.1	75.0	10	.09
N S	161	1.9	4.3	8.7	87.0	31	.18
N S-K	109	1.9	1.8	34.9	63.3	52	.28
K	342	2.3	20.4	7.9	71.6	.20	.19

wide age range or a relief function are most likely to have sliding charges. There seem to be two definite attitudes taken by administrators of day nurseries: (1) One point of view is that no charge should be made to those who are really needy. (2) The other considers that a small charge, even for the neediest, is necessary in order to maintain the self-respect of the clients.

Three and seven-tenths per cent of the nursery school-kindergartens, 6.2 per cent of the nursery schools, 17.9 per cent of the relief nursery schools, 22.7 per cent of the kindergartens, and 23.4 per cent of the day nurseries are free to some or all of their children. Completely free service to all children is found in only a small proportion of the institutions, the figures ranging from 1.8 per cent for the nursery school-kindergarten to 20.4 per cent for the kindergarten.

The percentile distribution of the minimum charges for each type reduced to a daily basis is shown in Figure IV.¹

¹ The distribution obtained in the study of daily charges is skewed, i.e., the cases tend to pile up at the lower end and be spread out thinly at the upper end. Distributions of total wealth or income show the same characteristics. The median which is the 50th percentile, the point above and below which an equal number of cases lie, has been selected as the measure of central tendency, because in these distributions its standard errors are generally smaller than are those of an arithmetic mean, i.e., the medians are more stable. The semi-interquartile range which gives the range of one-fourth of the cases on each side of the median, is the measure of the variability used most often with the median.

The medians and semi-interquartile ranges based on these data are to be found in the last two columns of Table 5 above. In computing the medians the minimum charges have been used in cases where there is fluctuation,

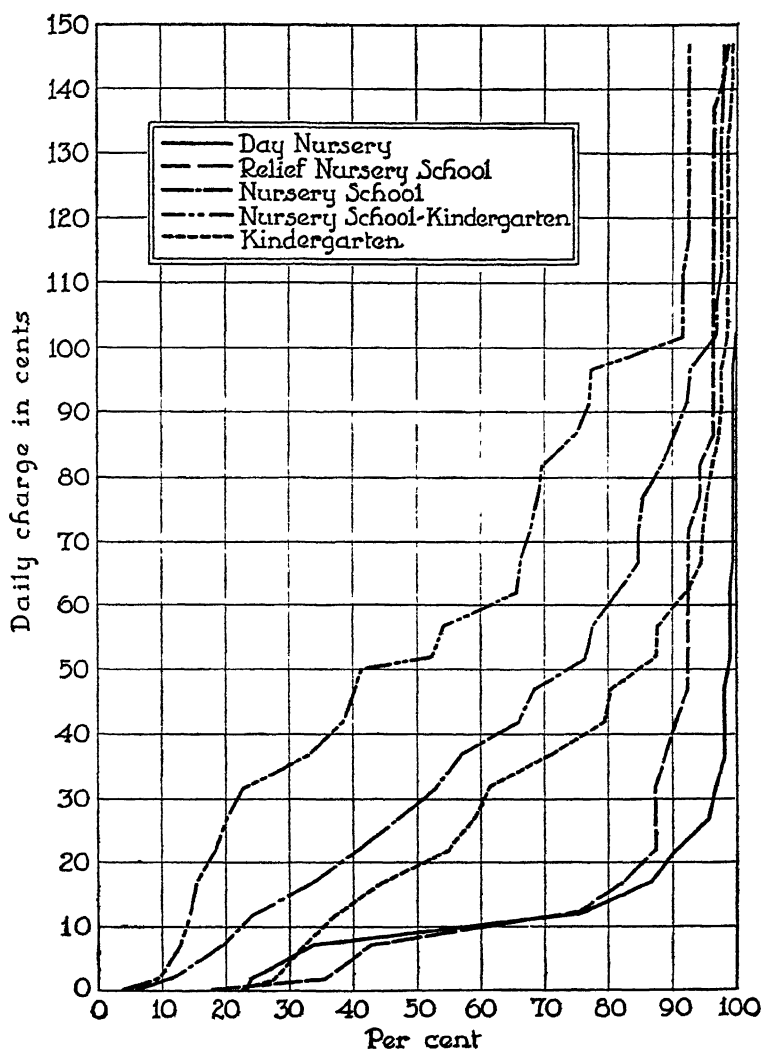


FIG. IV.

MINIMUM DAILY CHARGES BY TYPE OF INSTITUTION.

and zero charges have also been included. Since minimum charges were used, the number at 0 cents in Figure IV includes all institutions which make no charge to some or all of their children. The number of institutions varying from this charge for each type can be found in the column headed "sliding charges" in Table 5.

The lowest charge and the smallest variation from institution to institution are found in the day nurseries. Higher charges and more variation occur in the relief nursery schools, kindergartens, nursery schools, and nursery school-kindergartens, increasing in the order named.

Charges in day nurseries range from nothing to \$1.00 a day with half the institutions reporting charges between 6 and 14 cents a day. Charges in relief nursery schools range from nothing to \$2.40 a day with half the institutions reporting charges between one and 19 cents a day. Charges in nursery schools range from nothing to \$2.00 a day with half the institutions reporting charges between 13 and 49 cents a day. Charges in nursery school-kindergartens range from nothing to \$6.00 a day with half the institutions reporting charges between 24 and 80 cents a day. Charges in kindergartens range from nothing to \$3.20 a day with half the institutions reporting charges between one and 39 cents a day.

In general it may be said that there is wide variation in the charges made, both within and between the various types of institutions.

PURPOSES

On the Initial Blanks of Inquiry under the heading, "What are the purposes of this nursery?", nine purposes were to be ranked in order of their importance. The purposes listed follow: (1) to enable mothers to be gainfully employed; (2) to train teachers of young children; (3) to relieve mothers who have outside interests; (4) for the education and training of young children; (5) to aid emotional adjustment (behavior problems); (6) for pre-parental education; (7) for the education of parents; (8) to build up children physically; (9) for research. The instructions were: "Please rank the following purposes in order of their importance in your nursery. Give the most important the rank of 1; the next most important the rank of 2; etc. Give the same rank to purposes which have equal importance. Cross out the purposes which do not apply and write in others not listed, if

necessary." The data on this question are presented in Table 6.

TABLE 6
PURPOSES FIRST OR SECOND IN IMPORTANCE

Type of inst.	Number reporting	Enable mothers to be gainfully employed	The education and training of children	Aid in emotional adjustment	Build-up children physically	Training of teachers	Relieve mothers who have outside interests	Pre-parental education	The education of parents	Research
		Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent
D N. . . .	511	91.6	29.5	9.0	44.7	0.6	14.7	0.8	4.5	0.2
R N S. . .	60	51.7	75.0	28.3	33.3	0.0	8.3	6.7	16.7	3.3
N S. . . .	169	0.0	84.6	39.1	21.9	7.7	5.3	19.5	24.3	8.3
N S-K. . .	114	0.9	88.6	28.1	28.1	5.3	4.4	4.4	19.3	2.6
K. . . .	371	4.3	95.4	37.2	21.8	11.3	6.5	2.7	11.3	1.3

Note: After experimenting with several methods of presenting the results, the first and second ranks were combined and the data presented in terms of percentage of institutions ranking each purpose first or second. This may be used as a measure of the primacy of a purpose in the work of an institution, obviates the necessity of considering those cases in which many of the rankings were omitted, and simplifies the problem of those cases in which two purposes were given equal rank in first or second place.

To enable mothers to be gainfully employed, a relief purpose, is of primary importance in practically all day nurseries and in 51.7 per cent of the relief nursery schools. It is also of importance in a few kindergartens in private schools.

On the other hand, less than one-third of the day nurseries report the education and training of young children as a primary purpose. The remaining institutions report this purpose as primary in percentages varying from 75 per cent for the relief nursery schools to 95 per cent for the kindergartens.

The relief of gainfully employed mothers is the primary purpose of the relief institutions and the education and training of children is the primary purpose of the educational institutions. The remaining purposes listed in the original inquiry are secondary. The emotional adjustment of children, i.e., the resolution of behavior problems, ranks second in the nursery schools and the kindergartens. The physical upbuilding of children ranks high with the day nurseries, even higher than education and training. Parental education is somewhat more frequently reported in nursery schools than in the other

types of institutions. Pre-parental education, the relief of mothers who have outside interests, and the training of teachers fall low on the list with all types of institutions. Research, except in the nursery schools, occupies the last position. While 8.3 per cent of the nursery schools report this as a primary purpose, a comparison with the table showing the sponsorship of institutions reveals that 30.2 per cent of the nursery schools are under the auspices of universities, colleges or teachers' colleges. This indicates that the reported primary purpose of nursery schools under the auspices of colleges and universities is not likely to be research.

MEMBERSHIP IN ASSOCIATIONS

Of minor interest perhaps, is the question of institutional membership in national or local associations.

Our inquiry on this point shows 41 associations of a purely local and 3 of a national character. Table 7 shows the per cent of institutions affiliated with local associations only, those affiliated with both local and national associations, those affiliated only with national associations, and those with no affiliations.

TABLE 7
MEMBERSHIP IN LOCAL OR NATIONAL ASSOCIATIONS

Type	INSTITUTIONS Number	Local only	Local and national	National only	Not any
		<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>
D N.....	516	10.1	7.9	19 0	63.0
D N S.	60	13.3	1.7	13 3	71.7
N S.....	169	5.3	0.0	1.2	93.5
N S-K	114	4.4	0.0	4.4	91.2
K.....	377	10.4	0.3	0.7	88.6

Note: To find the per cent of institutions belonging to local associations, add the percentages under "local" and "both local and national," and to find the per cent of institutions belonging to national associations add the figures for "both local and national" to those for "national only."

Institutions of the relief type are more likely to belong to associations than are the institutions of the education and training type. In fact, over one-fourth of the day nurseries belong to national associations, and almost one-fifth belong

to local associations. Very few nursery schools, on the other hand, belong to associations of any kind, over 90 per cent are not affiliated with any association. Kindergartens occasionally belong to local associations and almost never to national associations.

Membership in associations is not characteristic of institutions for young children. It is possible that contact with associations is more likely to be a matter of individual membership on the part of staff members than corporate or group membership of the institution. It would seem, however, that there is an opportunity for both national and local organization within this field.

SUMMARY

The institutions studied are organized under a variety of auspices. In all institutions, regardless of type, the most frequent sponsors are private individuals. Next come the social agencies, which are the leading sponsors of day nurseries and nursery schools. Nursery school-kindergartens are most frequently found as parts of private schools. Almost one-fifth of the day nurseries and relief nursery schools are sponsored by churches, and almost one-third of the nursery schools by colleges or universities.

Such a variety of sponsors suggests a variety of purposes and aims. In general, day nurseries operate to help mothers who must, partially or wholly, support their families. According to the reports the nurseries are more interested in building up children physically than in educating them. Relief nursery schools show much more interest in education and training and somewhat less in the relief of economic pressure on mothers. Nursery schools, nursery school-kindergartens, and kindergartens almost uniformly regard education and training as important purposes while about one-third are interested in aiding emotional adjustment. Other purposes are of lesser importance.

Relatively few institutions are connected with either local or national organizations. Membership is most frequent

among the relief institutions, but even here almost two-thirds are not affiliated.

Financial support for institutions comes from a wide variety of sources. Relief institutions receive money from community funds or subscription. Private funds support institutions of all types, and universities and colleges supply money to over one-fourth of the nursery schools. Many institutions of all types receive some money from tuition fees. The daily fee, however, is usually so small as not to constitute a major source of support.

NUMBER OF CHILDREN, SESSIONS AND ATTENDANCE

The five classes of institutions are clearly differentiated from each other with respect to the number of children and the length of daily and weekly session. Day nurseries have the greatest number of children and the longest session. Kindergartens are smaller in size and have the shortest daily session. Nursery schools are smallest in size and vary in length of session. Relief nursery schools fall between day nurseries and nursery schools; nursery school-kindergartens fall between nursery schools and kindergartens.

THOSE interested in the education of young children frequently raise questions as to: the length of the daily session; the length of the yearly session; and the most effective size for institutions. Some prefer a small group of children as it fosters an atmosphere more like that of a private home. Others consider that if facilities and staff are adequate, size is relatively unimportant. Among the students of the nursery school, there are those who prefer a full-day session to a half-day session, since training in eating and sleeping may be looked upon as an essential feature of a rounded educational program for young children. Others maintain that a half-day nursery school, at a much smaller cost per capita than is possible with a full-day schedule and its attendant services, is of as great benefit to the child. In some quarters, play schools in session only a small portion of the year have been utilized as substitutes for schools with a longer term patterned after the public school schedule. Some feel that the population of the day nursery is so transient as to make it unlikely that the day nursery can develop an educational program similar to that found in nursery schools and kindergartens.

While this study can hardly be expected to solve these questions of fundamental policy, nevertheless, its survey of present practices in these respects may furnish basic facts with which to approach the problems. In this chapter data on size, time schedules, and attendance are presented. In considering the relation of the data to these problems, the material on personnel, equipment, facilities, and programs, must be taken into account.

NUMBER OF CHILDREN

Table 8 presents data on the number of children, the total number of children reported, and the average number of children to an institution in each type of institution. The

TABLE 8

MEAN NUMBER OF CHILDREN BY TYPE OF INSTITUTION

Type of inst.	Number reporting	Number of children	Mean number per institution
D N	469	27,147	57.9
R N S	58	1,789	30.8
N S	165	3,094	18.8
N S-K	111	4,441	40.0
K	362	12,343	34.1
All	1,165	48,814	41.9

last column is of particular interest. In the day nursery, the average number of children is large, 57.9 per institution. This number is not far from the 50 recommended in *Standards of Care in Day Nurseries*¹ as a good day nursery unit. The author says: "A larger group tends to become institutionalized and the idea of the nursery as the extension of the home is lost. The problem of costs is always important in nursery work. The group must be large enough to keep down per capita costs." In the relief nursery school, which is intermediate between the day nursery and the nursery school, the average is 30.8; in the nursery school, 18.8; in the nursery school-kindergarten, 40.0; and in the kindergarten 34.1 children. Day nurseries have the largest number of children enrolled and nursery schools the smallest.

¹ Tyson, Helen G. *Standards of Care in Day Nurseries*.

AGES OF CHILDREN

Table 9 gives the distribution of children by chronological age in the various types of institutions. In Figure V the same data are presented graphically in order to facilitate comparisons. Although the range of ages in day nurseries is wide, the population is greatest between the ages of two and six, the group with which this study is most concerned. The figures show that 3 per cent of the children in day nurseries are under one year old. The problem of care for these infants is a difficult one, especially with respect to dietary. *Standards of Care in Day Nurseries* says that a nine-months-old lower age limit should be made a fairly inflexible rule and The National Committee on Nursery Schools¹ suggests a total age range of eighteen months to four or five years for day nurseries. The relief nursery schools cover a similar age range, the largest age groups are at three to four and four to five years, however. In nursery schools, few children are found below the age of two or above the age of five. The nursery school-kindergartens cover a wider age range but do not usually take in children quite as early as do the independent nursery schools. The largest age groups are found between three and six years with a fair representation from six to seven years. In kindergartens, practically no children are found below the age of four years and 75 per cent are between four and six. A few children above the age of six are found in the kindergarten; partly because in some sections of the country the school age is seven, instead of six; partly because a small number of children are retarded; partly because date of entrance often does not coincide with the pupil's birthday.

In Table 10 data on the mean ages of children and the standard deviations for these ages by the type of institution are presented. The nursery school children are the youngest on the average and show the least variation in age; the relief nursery school children are next youngest in mean

¹ National Committee on Nursery Schools. *Minimum Essentials for Nursery School Education*. See Bibliography.

NURSERY EDUCATION

TABLE 9
PER CENT OF CHILDREN AT EACH AGE

Type of inst.	Under 1 yr.	1-2	2-3	3-4	4-5	5-6	6-7	7-8	Over 8	Number of children —age reported	Number of children —age reported	Total number of children
	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent			
D N.....	3 0	7 0	11 0	13.5	16.3	14 0	10 4	8.6	216.	25,687	1,460	27,147
R N S.....	..	2 9	16 9	31.1	31.5	17.2	10.4	..	....	1,789	..	1,789
N S.....	0.1	1.8	22.4	38.0	31.4	5 9	0.2	..	....	3,094	..	3,094
N S-K.....	0.2	0 8	8 3	17.6	27.7	22 6	11.0	6.7	5.2	4,392	49	4,441
K.....	..	..	....	6.6	31 2	43.7	9.9	3.5	5 0	12,096	247	12,343
All.....	1.7	4.1	8.9	14.4	22.8	22.0	9.3	6.2	10.6	47,058	1,756	48,814

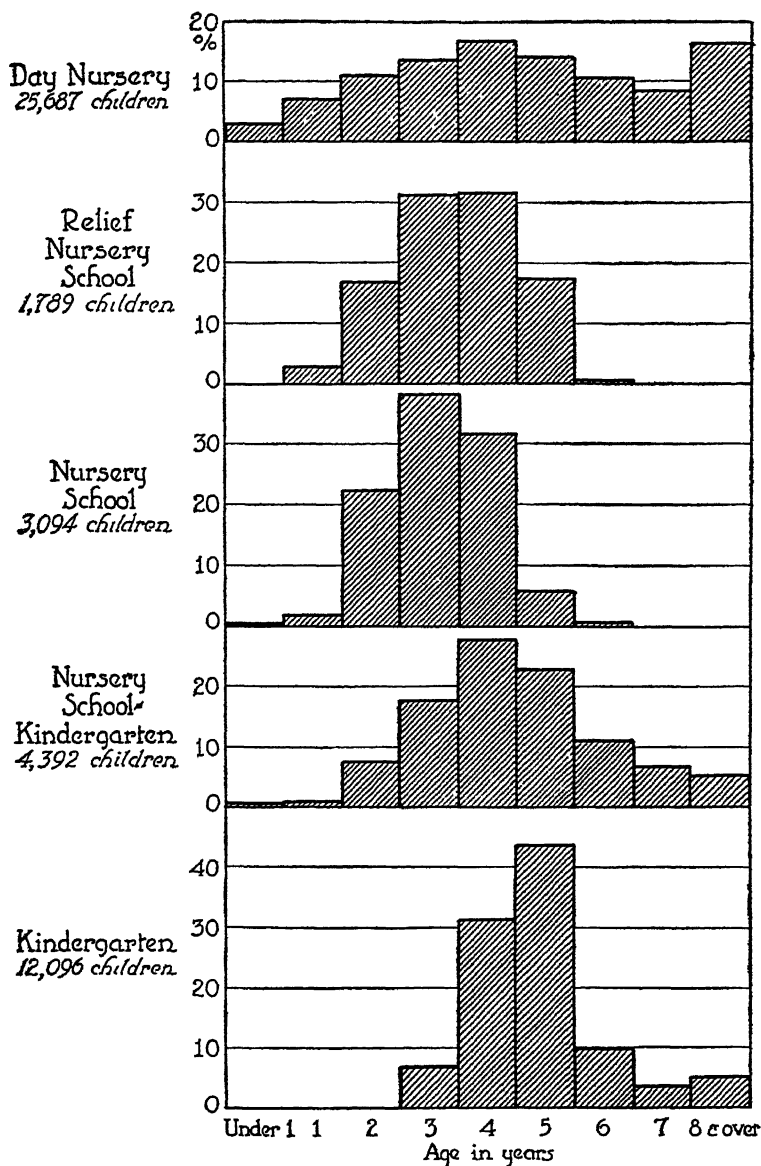


FIG. V.

AGES OF CHILDREN BY TYPE OF INSTITUTION.

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age, with the next smallest variation; in the nursery school-kindergarten the children are approximately a full year older on the average than those in either the nursery school or the

TABLE 10
MEAN AGE OF CHILDREN

Type of inst.	Number— Age reported	Mean age	Standard deviation
D N.	25,687	5.1	2.3
R N S.	1,789	3.9	1.1
N S.	3,094	3.7	0.9
N S-K.	4,392	5.0	1.6
K.	12,096	5.4	1.1

relief nursery school and are more variable in age. The mean ages in the day nursery and in the kindergarten are almost the same but the spread of ages is much greater in the former.

LENGTH OF SESSION

In Table 11 data on the number of full-day and half-day institutions are presented. The day nurseries are almost

TABLE 11
FULL-DAY AND HALF-DAY SESSIONS

Type of inst.	Number reporting	Full-day <i>Per cent</i>	Half-day <i>Per cent</i>
D N.	505	99.8	0.2
R N S.	59	67.8	32.2
N S.	167	35.3	64.7
N S-K.	113	38.0	62.0
K.	360	11.7	88.3
All.	1,204	57.2	42.8

invariably full-day institutions, while the others tend to a half-day session, except the relief nursery school, which occupies an intermediate position. Two-thirds of the nursery schools and nine-tenths of the kindergartens operate on a half-day schedule. Five days a week and nine or ten months a year with a full-day schedule are preferred for nursery schools by the National Committee on Nursery Schools.

Most institutions, however, maintaining an educational program incline toward the half-day schedule.

The data in Table 12 on the number of hours a day institutions are open support the conclusion already pointed

TABLE 12
LENGTH OF DAILY SESSION

Type of inst.	Number reporting	24 hours	12, through 23	10 and 11	8 and 9	6 and 7	4 and 5	3 or less
		<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>
D N . . .	505	2.6	23.6	66.8	5.9	1.0	0.0	0.2
R N S . . .	59	0.0	8.5	20.3	18.6	20.3	3.4	28.8
N S	167	0.0	0.0	0.6	3.6	31.1	7.8	56.9
N S-K	113	3.5	0.9	2.7	9.7	21.2	8.9	53.1
K	360	0.3	0.3	1.7	1.1	8.3	7.2	81.1

out. Ninety-three per cent of the day nurseries are open at least ten hours a day. Institutions with an education and training function have shorter sessions. Of the nursery schools, 56.9 per cent are open three hours or less per day; of the nursery school-kindergartens, 53.1 per cent; and of the kindergartens, 81.1 per cent.

Table 13 gives the data on opening hours of institutions of the various types. It shows that 15.3 per cent of the day nurseries are open as early as 6 A.M.; an additional 23.6 per cent are open by 6:30 A.M.; and 39.6 per cent more, by 7 A.M., so that the great majority of these institutions enable

TABLE 13
OPENING HOURS

Type of inst.	Number reporting	6:00 A.M.	6:30 A.M.	7:00 A.M.	7:30 A.M.	8:00 A.M.	8:30 A.M.	9:00 A.M. and after
		<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>
D N	483	15.3	23.6	39.6	15.3	4.1	1.5	0.6
R N S	58	1.7	3.4	13.8	3.6	12.1	27.6	32.8
N S	161					4.4	28.6	67.1
N S-K	109	0.9			3.6	3.6	25.7	66.1
K	350			0.6	3.1	11.7	49.2	35.5

mothers to place their children under the care of the nursery before going to work. Our data show that no nursery school is opened before 8 A.M. and that 67.1 per cent do not open

until 9 A.M., or after. The kindergartens and nursery school-kindergartens have a tendency to open slightly earlier than do the nursery schools. It will be noted that the relief nursery school is again intermediate between the day nursery and the nursery school.

Table 14, showing closing hours, reveals the same characteristics for the various types of institutions. The bulk of

TABLE 14
CLOSING HOURS

Type of inst.	Number reporting	11.30 A.M. or before	12 M	1:00 P.M.	3:00 P.M.	4:00 P.M.	5:00 P.M.	6:00 P.M.	After 6:00 P.M.
		Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent
D N . . .	488		1 2	0 2	0 8	1 0	10 5	67 6	18 7
R N S . .	58	13 8	19 0	1 7	5 2	17 3	12 1	31 0	
N S . . .	167	21 5	29 3	8 4	12 6	22 2	3 6	1 2	1 2
N S-K . .	109	15 6	40 4	6 4	8 3	13 8	11 9	3 7	
K	368	37.5	39 7	4 9	7 3	7 1	1.4	1 9	0 3

day nurseries are open until a late hour in the afternoon, most of them until after five o'clock. Fifty per cent of the nursery schools are closed by noon and most of the remainder by four o'clock. The kindergartens are primarily morning institutions and are closed by noon.

Figure VI presents the data on opening and closing hours graphically. The figure brings out more strikingly than the tables some of the relations involved in the length of session. The modal time of opening the day nursery is 7 A.M., the modal closing time is 6 P.M., with relatively little variation. The relief nursery schools show a wide variation in opening time and a bimodal tendency as to closing time, one

TABLE 15
LENGTH OF WEEKLY SCHEDULE

Type of inst.	Number reporting	Less than 5 days	5 Days	5½ Days	6 Days	6½ Days	7 Days
		Per cent	Per cent	Per cent	Per cent	Per cent	Per cent
D N . . .	489	0 4	23.5	15.3	52.8	0.4	7.6
R N S . .	58	0 0	79.3	1 7	15.5	0.0	3 4
N S . . .	165	3 6	92.7	1 2	2.4	0 0	0 0
N S-K . .	110	1 0	87 3	0 0	3.6	0 0	8.1
K	357	2.5	93 8	0 0	2.5	0.0	1 1

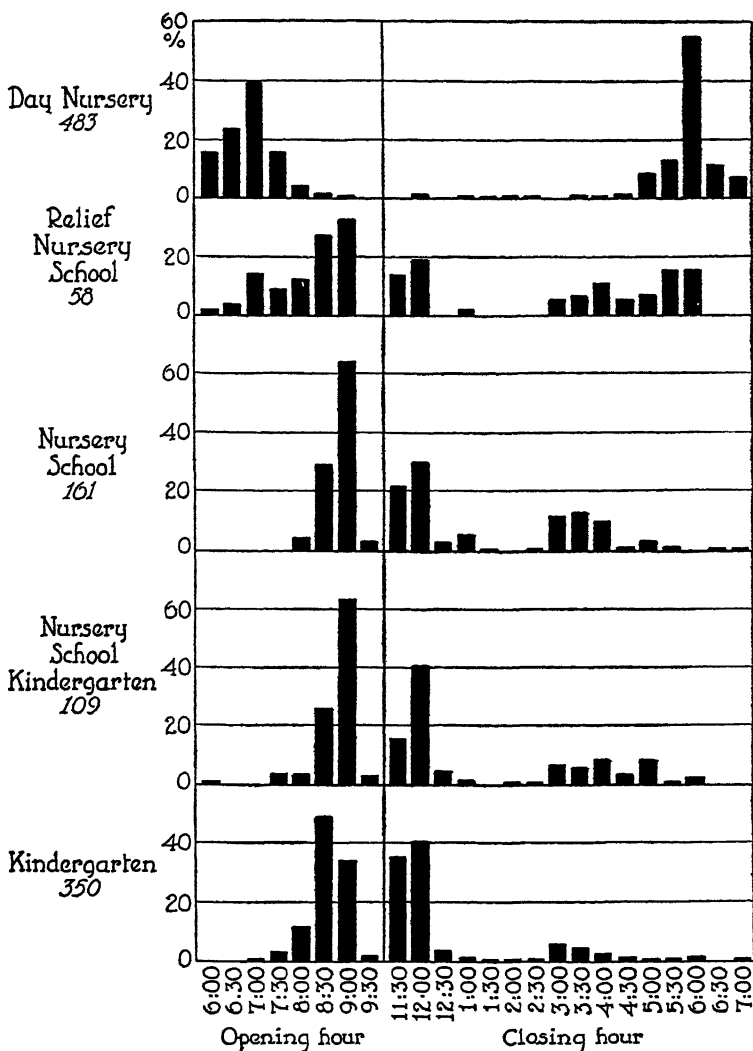


FIG. VI.

OPENING AND CLOSING HOURS BY TYPE OF INSTITUTION.

mode coming at 12 M. and the other at 6 P.M. Nursery schools exhibit a modal tendency for opening at 9 A.M. and a bimodal tendency for closing, the first mode coming at 12 M.

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and the second at 3:30 P.M. Nursery school-kindergartens usually open at 9 A.M. and close at 12 M. A small proportion, however, run on to 4 P.M. or later. Kindergartens open at 8:30 or 9 A.M. and close at 11:30 A.M. or 12 M.

In Table 15 the number of days per week the institutions are open is shown. The day nurseries are open more days in the week than the other types of institutions; 60.8 per cent are open six days or more a week, while only 2.4 per cent of the nursery schools are open as many days as this. The shorter weekly schedule is also characteristic of the kindergartens and of the nursery school-kindergartens. The relief nursery schools are again intermediate, slightly over one-half remaining open more than five days a week. Only a small number of the institutions organized primarily for education and training are open more than five days a week.

LENGTH OF SCHOOL YEAR

Table 16 shows that four-fifths of the day nurseries in contrast with only a negligible proportion of the nursery

TABLE 16
LENGTH OF SCHOOL YEAR

Type of inst.	Number reporting	MONTHS						Less than 6
		12	11	10	9	8	6 or 7	
		<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>
D N....	487	79.4	10.7	5.3	0.6	0.6	0.2	3.3
R N S..	59	32.2	6.8	20.3	18.7	6.8	3.4	11.9
N S. . .	163	6.1	12.3	22.1	17.8	15.9	2.4	23.3
N S-K..	112	17.0	8.0	15.2	20.5	21.4	4.5	13.4
K.....	358	3.3	4.7	29.4	32.7	14.8	2.5	12.6

schools and the kindergartens are open twelve months in the year. The relief nursery schools are intermediate between the day nursery and educational institutions, about one-third being open twelve months, and three-fifths more nine to twelve months in the year.

Table 17 shows the number of institutions closed during each of the summer months. From this table it may be seen

TABLE 17
INSTITUTIONS CLOSED DURING SUMMER MONTHS

Type of inst.	Number reporting	June	July	August	Sept.
		<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>
D N.....	479	3.8	8.6	14.6	2.5
R N S....	59	28.8	59.3	59.3	18.7
N S.....	159	44.0	70.3	83.7	40.2
N S-K....	109	44.0	68.8	74.3	32.1
K.....	353	49.8	87.6	66.0	16.2

that although August is the month during which the largest number of day nurseries are closed, the number closed is only 14.6 per cent of the total. In contrast to this 83.7 per cent of the nursery schools are closed during August. During July, 70.3 per cent of the nursery schools are closed and in September 40.2 per cent. The kindergartens show the modal month for closing as July, with 87.6 per cent closed, followed by August with 66 per cent, and June with 49.8 per cent. In this respect the relief nursery schools again vary their practices between those of the day nursery and the purely educational institutions.

ATTENDANCE AND ENROLMENT

In Table 18 data are presented on the relationship between the attendance in the week preceding that in which the Final Blank was filled out and the enrolment that week. These data calculated by days of the week reveal no very

TABLE 18
PER CENT OF ENROLMENT IN ATTENDANCE

Type of Institution...	D N	R N S	N S	N S-K	K	All
Number reporting ..	194	24	63	35	42	358
<i>Per cent by Type</i> ^a ...	76.5	83.6	86.1	91.9	86.7	80.0
<i>Per cent by Days of Week</i>	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat. ^b
	79.4	81.3	80.5	80.5	78.3	49.7

^a Based on enrolment and attendance figures for the first five days of the week.

^b Based on 164 institutions (45.8 per cent of the total number). This smaller group reports that they have Saturday programs.

significant tendency. Percentages of attendance on Monday, Tuesday, Wednesday and Thursday of the week do not differ markedly. On Friday there is a very slight but not significant falling off in attendance for every type of institution. On Saturday, even in the institutions which run six days a week, a decided falling off in attendance is noticed.

It was hoped that this table would reveal some data on the stability of attendance in the various classes of institutions. One might expect that the day nursery would have a more shifting and changing population and a very much smaller proportion of those enrolled present on any given day than the educational institution. It is commonly said by individuals familiar with day nurseries, that the turnover in attendance is extremely large. *Standards of Care in Day Nurseries* says, "For the one child that grows up in the nursery there are fifty that stay from a week to a month." Our figures on per cent of enrolment attending during a week do not support such a statement. The data, however, are inconclusive since they do not tell how long a child has been in contact with the institution. Moreover, we do not know the proportion of children enrolled on Monday who attended the rest of the week. We know only how many children were enrolled on Monday and how many attended on each of the following days.

Our figures show a slight tendency, but not nearly as much as was expected, to smaller proportionate attendance in day nurseries. In the day nursery the attendance in the week preceding the return of the inquiry was 76 per cent of the enrolment; in the relief nursery school 84 per cent; in the nursery school 86 per cent; in the nursery school-kindergarten 92 per cent; and in the kindergarten 87 per cent.

Our figures, at their face value, indicate that attendance in relation to enrolment in relief institutions is almost as high as it is in the nursery schools and kindergartens. If they are correct it would seem to be possible for the day nursery to develop programs more distinctly educational in character.

SUMMARY

The average number of children per institution varies from 19 in the nursery school to 58 in the day nursery. The lowest mean age is just under four years in the nursery schools and in the relief nursery schools. The means for ages in the other types of institutions are slightly over five years. The age range of the children is by far the greatest in the day nursery.

Day nurseries are usually open for from ten to twelve hours a day every month in the year. They are also open six days in the week, with diminished attendance on Saturdays. Although relief nursery schools are open for a shorter period in the day, have a shorter school year and a shorter school week, they resemble the day nurseries more closely than the educational institutions such as the nursery school and kindergarten which tend to have half-day sessions, a nine-months' term and a five-day week.

The daily attendance in proportion to enrolment, as obtained from a typical week, ranges from 76 per cent in the day nursery to 92 per cent in the nursery school-kindergarten.

BUILDINGS AND EQUIPMENT

There is much variation in the size of institutions and in the amount of space available to each child. Institutions for very young children use proportionately more space to a child. With the exception of the kindergarten, institutions with an education and training purpose provide more indoor and outdoor play space proportionately than do relief institutions. A study of fire protection shows much variation in practice and the need for careful consideration of the problem by all institutions. Detailed data are presented for various items of individual equipment.

THE nature of the physical plant and equipment of institutions is important from the standpoint of the care and education of children. Little information is available on existing conditions, even though various authorities have set up standards. In order to guide municipal legislation and to facilitate the development of accurate standards a detailed field study, similar to those which have been made in the field of education on school plants, would be desirable. Although this study does not go beyond the data derived from the questionnaires, it is hoped that it may point the way towards more complete and detailed analyses of the plants and equipment of existing institutions.

The source of the information presented in this chapter is the Final Blank of Inquiry, which went into considerable detail as to plant and equipment. A limited amount of information, chiefly as to rooms used and other purposes of building, was obtained on the Initial Blank.

NUMBER OF ROOMS

Table 19 gives the mean number of rooms, their size, division, and the mean number of children for various types of institutions. For purpose of analysis institutions were di-

TABLE 19

NUMBER OF ROOMS AND NUMBER OF CHILDREN PER ROOM

Type of inst.	NUMBER OF CHILDREN						TOTAL			
	0-24		25-74		75 +		No. of inst.	Av. no. room	Av. no.	Av. no. per room
	No. of inst.	Av. no. room	No. of inst.	Av. no. room	No. of inst.	Av. no. room				
D N.....	66	5.4	276	7.9	90	9.3	432	7.6	57.9	7.6
R N S.....	26	3.7	24	3.2	3	..	53	3.6	30.8	8.6
N S.....	129	3.5	34	4.6	..	..	163	3.7	18.3	4.9
N S-K.....	39	3.9	52	4.4	13	..	104	4.1	40.0	9.7
K.....	153	1.8	148	2.4	20	3.7	321	2.2	34.1	15.5

vided into three size classes: (1) those with fewer than 25 children; (2) those with 25 to 74 children; (3) those with 75 or more children.¹

It will be noted that in all size groups the day nursery has the largest number of rooms to an institution and the kindergarten the fewest, with the other types intermediate. The average number of children to a room in the last column shows the kindergartens most crowded with an average of 15.5 children to a room. The nursery schools with 4.9 children show the lowest average number of children to a room. The other groups fall between these two.

In interpreting these figures the programs and the ages of children in the different types of institutions must be taken into consideration. The younger the children in an institution the larger the amount of space necessary for their care, the older the children the smaller the space necessary. If eating and sleeping are on the program, more space will be needed than if they are not. It is probable that the day nurseries and other institutions of the relief type are somewhat more crowded than kindergartens in view of range of the program undertaken. *Standards of Care in Day Nurseries* recommends that a day nursery have separate playrooms for older and younger children, a nursery for babies, isolation rooms and a laundry.

A number of institutions use rooms in the basements of

¹ The number of children to an institution was obtained by dividing the mean number of rooms for the type into the mean number of children for that type.

their buildings; 17.6 per cent, one room and 12.5 per cent, 2 or more rooms. These rooms are used as playrooms, locker rooms, dining-rooms, and toilet and bathrooms. Sixty-nine and nine-tenths per cent of all institutions do not use basement rooms. The recommendations in *Standards of Care in Day Nurseries* include the statement that "all rooms used for nursery purposes must be above the level of the street."

OUTDOOR PLAY SPACE

The importance of adequate play space for the carrying out of an educational program is stressed by modern theory. An outdoor playground is especially important.

Table 20 presents the figures on the size of the outdoor playgrounds at the institutions studied. A very few, 2.2 per

TABLE 20

OUTDOOR PLAY SPACE IN MEDIAN ^a INSTITUTIONS

Type of inst.	Number reporting	Information omitted	No play space	Number reporting size of playground ^a	Median square feet	Square feet per child ^b
		Per cent	Per cent			
D N.....	215	12.6	1 4	188	3,215	60
R N S... .	24	8 3	8 3	22	1,750	61
N S... .	75	13 3	0 0	65	5,175	275
N S-K... .	40	10 0	2.5	36	6,000	135
K.....	65	15.4	1.5	55	3,750	112

^a Since the sizes at the upper end of the range were often indefinite, stated as "several acres" or "city block," median rather than mean figures are given. In calculating the medians those reports were used which stated that there was no playground or gave a definite or an approximate size. Extremely indefinite statements were not included. The values in the middle of the range, upon which the median depends, were quite exactly stated. A large number, 13.4 per cent of all who returned blanks, omitted this information. Omission probably indicates either no playground, or inability to estimate its size. The "omits" are not included.

^b This is the number of cases upon which the medians are based. It includes institutions which report no play space, but not those which omit the reply on this item.

cent, reported no outside playgrounds. The nursery school-kindergartens have the largest playgrounds, then come in order the nursery schools, the kindergartens, the day nurseries, and the relief nursery schools. The size of the outside

playground is undoubtedly related to the size of the community in which institutions are located. Table 2, on page 21, shows that relief nursery schools and day nurseries are most frequently found in the larger cities while nursery schools, nursery school-kindergartens, and kindergartens tend to be found in the smaller communities.

The approximate amount of outdoor play space¹ available for each child was determined. It was 275 square feet to a child in the nursery school, 135 square feet in the nursery school-kindergarten, 112 square feet in the kindergarten, 61 square feet in the relief nursery school, and 60 square feet in the day nursery. If we compute the area available in a typical institution of each type with 20 children, a day nursery or relief nursery school would have a plot approximately 50 x 24.4 feet, a nursery school-kindergarten a plot 50 x 54 feet, a nursery school a plot 50 x 110 feet, and a kindergarten a plot 50 x 44.8 feet. These plots are represented in Figure VIIa. Considered in this way the area available in all types of institutions seems rather small, since even for the nursery school the figure represents less than the area of the smallest customary city lot.

In 86 per cent of the day nurseries, 63 per cent of the relief nursery schools, 95 per cent of the nursery schools, 88 per cent of the nursery school-kindergartens, and 92 per cent of the kindergartens, this play space was in a yard or playground. The remainder had either roof playgrounds, porches, or used an adjacent park.

The investigator reported that concrete surfaced playgrounds are very common, particularly in the relief institutions. Some playgrounds are sodded or gravelled. Some institutions believe that a combination of concrete and sod makes the most satisfactory type of playground, since the concrete area permits the easy use of wheeled toys and equipment in all weather and can be used even in damp weather for some types of play. In dry weather the sod is very satisfactory.

¹ The median play space was divided by the mean number of children for each type of institution. While such a procedure is not strictly correct, it represents the only statistical approximation obtainable from the data.

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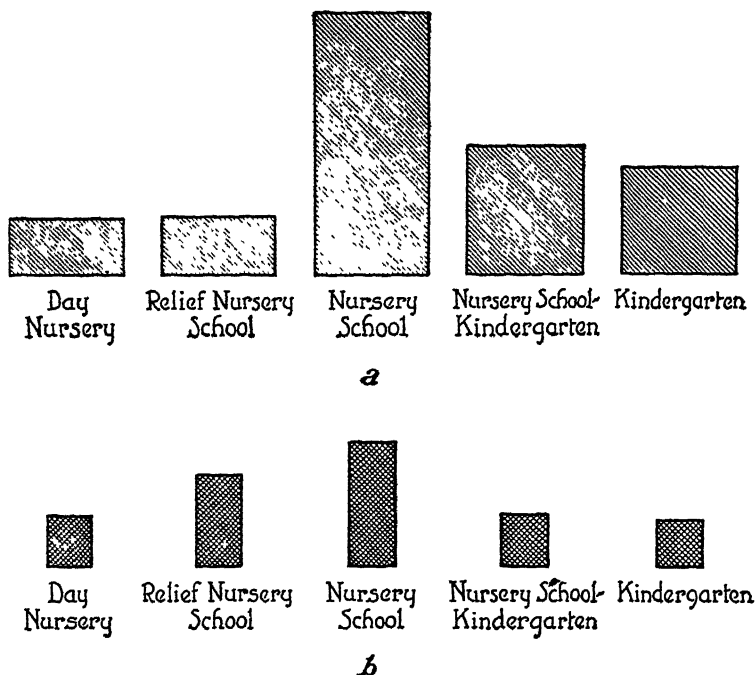


FIG. VII.
PROPORTIONATE OUTDOOR AND INDOOR PLAY SPACE.

a. Outdoor play space on base of 50 feet.

b. Indoor play space on base of 20 feet.

Almost all playgrounds visited were enclosed. There seems to be rather general agreement that enclosed playgrounds simplify the problem of handling young children during play. Enclosure decreases the danger of children straying away or running into the street, and thus lessens the staff load. The investigator reported as follows: Almost all playgrounds are inadequate in size, especially in day nurseries where children of all ages play together. Some institutions alleviate the crowded condition of the yard playground by having a roof playground for the younger children. In general, the roof playground is not as satisfactory as the ground playground.

INDOOR PLAY SPACE

Table 21 presents the data on the mean number of square

TABLE 21

SQUARE FEET OF INDOOR PLAY SPACE^a PER INSTITUTION AND PER CHILD

Type of inst.	Number reporting	NUMBER OF CHILDREN			ALL	
		0-25	25-74	75 +	Mean per institution	Mean per child
D N....	164	663 6	1018 0	1364.5	1012 2	22.0
R N S..	19	1166 7	1100 0	.. ..	1142 1	39.6
N S....	68	856 4	1176 9	.....	917 7	52.5
N S-K .	27	863.6	1166 7	950 0	1011 1	22.7
K.....	59	488 0	780 0	1080 0	676 7	20.3

^a Since more accurate data were given in the replies on indoor play space, the figures as to the mean space for each child are much less an approximation than the corresponding ones for outdoor play space.

feet of inside play space to an institution by size and type, and the mean number of feet of play space to a child by type of institution.

In the group of institutions having fewer than 25 children replies showed that: relief nursery schools have an average of 1,166.7 square feet of inside play space; nursery school-kindergartens, 863.6 square feet; nursery schools, 856.4 square feet; day nurseries, 663.6 square feet; kindergartens, 488.0 square feet. The replies from those institutions having from 25 to 74 children showed: nursery schools have 1,176.9 square feet; nursery school-kindergartens, 1,166.7 square feet; relief nursery schools, 1,100.0 square feet; day nurseries, 1,018.0 square feet; and kindergartens, 780.0 square feet. The total figures for the types show the averages as follows: relief nursery schools, 1,142.1 square feet of inside play space; day nurseries, 1,012.2 square feet; nursery school-kindergartens, 1,011.1 square feet; and kindergartens, 676.7 square feet. Nursery schools have an average of 52.5 square feet of inside play space to a child; relief nursery schools, 39.6 square feet; nursery school-kindergartens, 22.7 square feet; day nurseries, 22.0 square feet; and kindergartens, 20.3 square feet. It is evident, therefore, that the nursery school has the largest amount of indoor play

space to a child. If we compute these figures for an institution with 20 children, as was done with outside play space the results show that: a nursery school would provide a space approximately 20 x 52 feet; a relief nursery school, approximately 20 x 40 feet; a nursery school-kindergarten, approximately 20 x 22 feet; a day nursery, approximately 20 x 22 feet; and a kindergarten, approximately 20 x 20 feet. This comparison is presented graphically in Figure VIIb.

The relation of indoor play space to outdoor play space is obtained by dividing the mean square feet of outdoor play space a child by the similar figure for indoor play space. These relations are: the day nursery 2.73; the relief nursery school 1.54; the nursery school 5.23; the nursery school-kindergarten 5.94; the kindergarten 5.51. This shows that in the relief institutions the outdoor play space is only twice as great as the indoor, whereas in the educational institutions it is from five to six times as great.

OTHER PURPOSES OF BUILDINGS

Most of the institutions covered by the inquiry use buildings which have other functions than that of housing young children. Table 22 shows the per cent of institutions of each type listing the additional purposes.

TABLE 22
ADDITIONAL PURPOSES OF BUILDINGS

Type of inst.	Number reporting	None	Reply omitted	Private residence	Rooms for staff	Community center	School
		<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>
D N	516	32.2	12.2	1.2	18.4	17.6	2.5
R N S . . .	60	5.0	15.0	6.7	3.3	40.0	6.7
N S	169	14.8	6.5	24.3	3.0	11.2	7.1
N S-K . . .	114	15.8	10.5	22.8	6.1	6.1	36.0
K	337	9.2	17.2	22.6	1.5	10.1	29.7
Type of inst.	Number reporting	Church	Apartment house	University	Temporary shelter	Hospital	Miscellaneous
		<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>
D N	516	4.5	1.7	0.2	5.8	6.2	6.0
R N S . . .	60	10.0	1.7	0.0	10.0	6.7	1.7
N S	169	6.5	3.6	15.4	0.6	2.4	7.1
N S-K . . .	114	0.9	0.0	1.8	0.0	0.0	2.6
K	337	9.2	1.5	5.9	0.3	1.2	5.9

Forty-four and four-tenths per cent of the buildings used by day nurseries (assuming that omitted answers indicate no other use of the building) are used by the institution exclusively for child care; 18.4 per cent provide space for their staff; 17.6 per cent house community centers. The relief nursery schools are housed with community centers in 40 per cent; with churches, in 10 per cent; and alone in 20 per cent of the cases. Twenty-four and three-tenths per cent of the nursery schools are in private residences; 15.4 in university or college buildings having other purposes; 11.2 per cent in community center buildings; and 21.3 per cent in buildings with no other function. The nursery school-kindergartens are found in private or public school buildings in 36 per cent of the cases; in private residences in 22.8 per cent; and in buildings of their own in 26.3 per cent. Kindergartens are connected with elementary schools in 29.7 per cent of the cases; sheltered in private residences in 22.6 per cent of the cases; and independent in 26.4 per cent. The other purposes for which the building is used are of some importance in considering the protection of the children from dangers such as contagion and fire.

CONSTRUCTION OF BUILDINGS

The data obtained on the construction of buildings are summarized in Table 23. It will be noted that there are almost equal numbers of frame, semi-fireproof, and fireproof buildings. Certain differences related to size and type of institution also appear.

Two-thirds of the buildings handling fewer than 75 children are classed as either fireproof or semi-fireproof, while nine-tenths of the buildings housing more than 75 children are semi-fireproof or fireproof.

Relief nursery schools show a great preponderance of semi-fireproof or fireproof buildings. Nursery schools and kindergartens show a higher proportion of frame buildings than the relief institutions.

For maximum protection all institutions for the care of young children should be housed in fireproof buildings. Exits,

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TABLE 23

CONSTRUCTION OF BUILDING

Type of inst.	Number reporting	Frame	Semi- fireproof	Fireproof
		<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>
By Type of Institution				
D N.....	212	31.6	43.4	25.0
R N S.....	24	12.5	45.8	41.7
N S.....	74	35.6	30.1	34.2
N S-K.....	40	37.5	35.0	27.5
K.....	63	46.0	25.4	28.6
By Size of Institution				
No. of children				
0-25.....	153	37.8	34.0	28.2
25-74.....	207	36.6	40.0	23.4
75 +.	53	11.8	39.2	49.0
All.....	413	34.0	37.6	28.4

fire-escapes, drills, and other measures although of great value and importance, are of secondary importance compared with the construction of the building.

FIRE PROTECTION

Exits, Stairways and Fire Escapes

Table 24 presents data on the mean number of outside exits to an institution and the mean number of children to

TABLE 24

MEAN NUMBER OF EXITS PER INSTITUTION AND CHILDREN PER EXIT

Type of inst.	INSTITUTIONS USING ONE FLOOR			INSTITUTIONS USING MORE THAN ONE FLOOR			TOTALS		
	No.	Mean exits	Mean children per exit	No.	Mean exits	Mean children per exit	No. reporting	Mean exits	Mean children per exit
		Per cent	Per cent		Per cent	Per cent		Per cent	Per cent
D N.....	42	3.3	14.4	108	4.2	15.8	150	4.0	15.5
R N S.....	6	2.3	10.0	8	2.3	14.4	14	2.3	12.5
N S.....	32	3.2	6.1	22	3.0	7.3	54	3.1	6.6
N S-K.....	12	3.6	10.2	21	4.1	11.7	33	3.9	11.9
K.....	25	3.2	11.3	14	3.3	14.5	39	3.2	12.0
All.....	117	3.2	10.9	173	3.9	14.4	290	3.6	13.2

each exit. The institutions are divided into two groups, those using rooms on one floor and those on more than one floor. In general, institutions in the latter group have more exits but they have more children and the mean number of children to an exit is greater than it is in institutions using one floor. Day nurseries show the highest number of children for each exit, 15.5. Then in decreasing order follow relief nursery schools, 12.5; kindergartens, 12.0; nursery school-kindergartens, 11.9; and nursery schools the lowest number, 6.6.

The width of stairways in institutions using more than one floor varies from 3 to 5 feet. In day nurseries, kindergartens, and nursery school-kindergartens the modal number of stairways is 2; in nursery schools and relief nursery schools it is one. There is a tendency for institutions housing more children to have more stairways. Elevators are almost never found in the smaller day nurseries or in kindergartens. They are occasional in nursery schools, nursery school-kindergartens, relief nursery schools, and in the larger day nurseries. The data on fire escapes are found in the last column of Table 25 (page 72). In general, these escapes are outside and are of iron or steel construction.

There can be no dissent from the opinion that fire escapes are absolutely essential in buildings where children are housed in upper stories. *Standards of Care in Day Nurseries* requires an iron fire escape on every building having three stories or more. Our data show that of the institutions using more than one floor 57.1 per cent have one or more fire escapes.

Fire escapes are most common in relief institutions, and are found in less than one-half of the other institutions. One-third of the institutions housing fewer than 25 children and two-thirds housing more than 25 are supplied with fire escapes.

Alarms, Extinguishers and Drills

There is wide variation in the number of fire alarms; 28.0 per cent of the nursery schools, and 45.0 per cent of the

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nursery school-kindergartens report them. The data are presented in Table 25. Fire alarms are more likely to be found

TABLE 25
FIRE ALARMS, EXTINGUISHERS, AND ESCAPES

Type of inst.	ALL INSTITUTIONS		INSTITUTIONS USING MORE THAN ONE FLOOR		
	Number	Fire alarms	Number reporting	Fire extinguishers	One or more fire escapes
		<i>Per cent</i>		<i>Per cent</i>	<i>Per cent</i>
		By Type of Institution			
D N	215	30.2	101	79.2	64.4
R N S	24	37.5	7	71.4	71.4
N S.	75	28.0	21	61.9	38.1
N S-K	40	45.0	20	90.0	40.0
K... ..	65	32.3	14	78.6	50.0
		By Size of Institution			
No. of children					
0-25	159	22.6	35	65.7	31.4
25-74.	209	34.0	87	88.5	64.4
75 +	51	52.9	41	65.9	63.4
All.....	419	32.0	163	77.9	57.1

in the larger institutions than in the smaller. Thirty-two and six-tenths per cent of the group of small institutions; 34.0 per cent of those of intermediate size, and 52.9 per cent of the large, are supplied.

Over 75 per cent of all institutions using rooms on more than one floor have one or more fire extinguishers to a floor. The per cent varies from 61.9 of the nursery schools to 90.0 of the nursery school-kindergartens. There seems to be no tendency for the larger institutions to be better supplied than the smaller. Buckets, hose, sand and other equipment are occasionally found in the institutions.

Practice in holding fire drills varies widely. Thirty-one and nine-tenths per cent of the day nurseries, 77.9 per cent of the nursery schools, 46.7 per cent of the relief nursery schools, 32.4 per cent of the nursery school-kindergartens, and 39.5 per cent of the kindergartens never have fire drills. This is shown in Table 26. Of those institutions which have fire drills, very few have them as often as once a week. Drills

TABLE 26

FREQUENCY OF FIRE DRILLS

Type of inst.	Number reporting	Reply omitted	Never	Once or twice a week	Once or twice a month	Three or four times a year
		Per cent	Per cent	Per cent	Per cent	Per cent
By Type of Institution						
D N ...	154	26.7	31.9	16.2	23.3	1.9
R N S.	15	40.0	46.7	0.0	13.3	0.0
N S . .	54	18.5	77.9	1.8	1.8	0.0
N S-K..	34	26.5	32.4	17.6	17.6	5.9
K.	38	34.2	39.5	0.0	15.8	10.5
By Size of Institution						
No. of children						
0-25 ..	86	23.3	65.0	3.5	7.0	1.2
25-74. .	157	29.3	38.9	9.6	18.4	3.8
75 +... .	52	25.0	13.5	27.0	30.7	3.8
All.....	295	26.9	42.0	10.8	17.3	3.0

are most frequently found in the larger institutions. They are relatively infrequent in institutions having younger children.

The problem of fire drills is very important in the administration of these institutions. *Standards of Care in Day Nurseries* recommends "regular fire drills, with a gong distinguishable from other bells. Each worker must clearly understand what part she is to play in case of fire." There is, however, some difference of opinion as to whether fire drills by the children are not more disorganizing, especially to the youngest children, than their absence. But there can be no difference of opinion on the value of thorough training of the members of the staff in their respective duties in case of fire. Certainly where a considerable number of young children are brought together, every staff member should know in advance the location of fire extinguishers, exits and escapes and should be familiar with the procedure to be followed in bringing the children safely out of the building. While older children can be depended upon to some extent in an emergency and can be trained for emergencies, young children are likely to become confused under conditions of excitement and danger

and be absolutely dependent upon adults for their safety. A careful consideration of the whole fire protection problem seems to be needed. A summary of practices in fire protection is presented in Figure VIII.

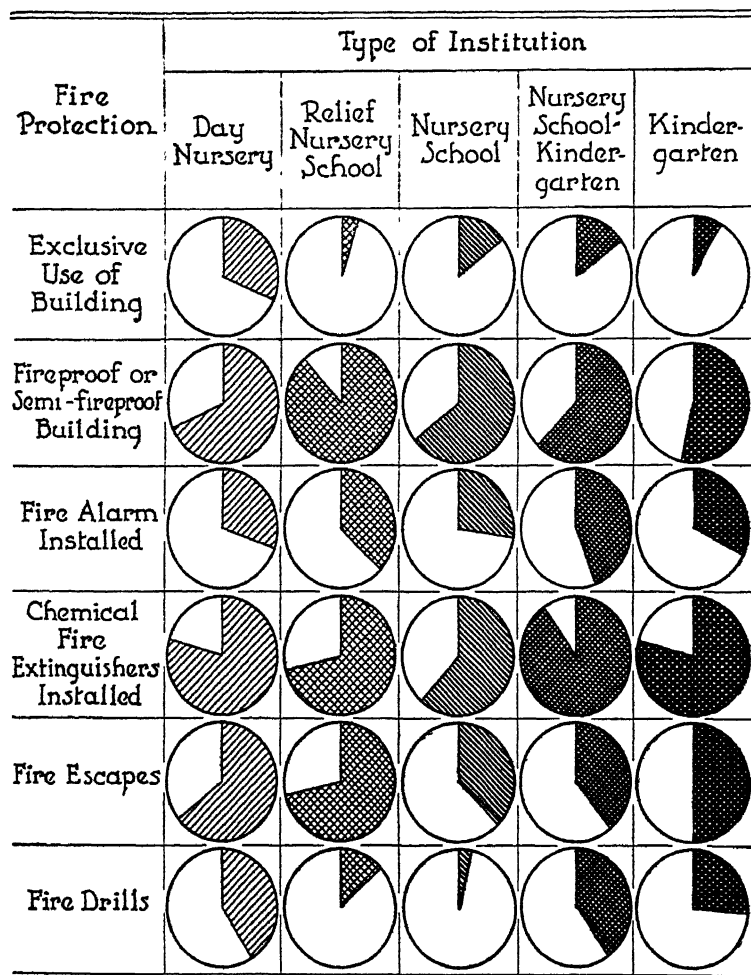


FIG. VIII.

SUMMARY OF FIRE PROTECTION.

FLOORS, HEATING, VENTILATION AND WINDOWS

The floors of the rooms used for play or instruction by the children are usually of wood, more often than not covered with linoleum. They are washed daily in 39 per cent; 2, 3 or 4 times weekly in 21 per cent; weekly in 17 per cent; less often than weekly in 2 per cent of the institutions. Twenty-one per cent did not state the interval or reported it to be irregular. Floors are swept twice daily in 25 per cent and once daily in an additional 61 per cent; sweeping compounds are used in only 25 per cent of the institutions. *Standards of Care in Day Nurseries* states that dry sweeping is undesirable.

Floors in baths and toilet rooms are most often of wood, usually covered with linoleum. Tile and concrete floors are found in 19 and 17 per cent of the institutions respectively. These floors are washed at least daily in 75 per cent of the cases. It was the impression of the investigator who visited a number of institutions unannounced that the standards of cleanliness are unusually high.

The staff of most institutions consider the heating systems adequate but only one-half of the day nurseries, and two-thirds of the relief nursery schools, nursery schools, nursery school-kindergartens, and kindergartens, report that temperature is thermostatically controlled. Practically all institutions have room thermometers, in most cases one or two to an institution. Humidity is automatically controlled in only one-fourth of the institutions. Practically all have electric lights. Ventilation is reported satisfactory by 85 per cent of the institutions. Seventy-five per cent screen their windows in summer.

The height of windows from the floor varies widely. In nursery school-kindergartens the median height is 25 inches; in nursery schools, 30; in day nurseries, 31; in relief nurseries, 35; and in kindergartens, 36. The range of heights is from 0 to 70 inches. The eyes of the average three-year-old child, when standing, are about 35 inches from the ground.

SANITARY EQUIPMENT

Table 27 gives the number of toilet seats and washbowls

TABLE 27

MEAN NUMBER OF CHILDREN PER TOILET SEATS AND WASHBOWLS

Type of inst.	Number reporting	Toilet seats	Washbowls
By Type of Institution			
D N	210	9 6	11 2
R N S	22	9 9	8.7
N S.	74	7.8	6.8
N S-K	39	14 2	13.6
K	60	9 4	11.7
By Size of Institution			
No. of children			
0-25.	154	6.9	6.8
25-74.	204	9.4	10.6
75 +.	47	13.5	15.6
All.	405	9 7	10.7

in relation to number of children, by size and type of institution. The number of children to each toilet seat in the different types of institutions varies from 7.8 to 14.2. The number available is probably adequate. *Standards of Care for Day Nurseries* recommends one toilet seat for every 15 children. Toilets are usually of the adult size rather than of the smaller size now available. They range from 7 to 20 inches in height with the median at 14. There is quite a difference in practice with respect to placing the seats in separate compartments. In the day nurseries and in the kindergartens 75 per cent use separate compartments; in the nursery schools, 50 per cent; and in the nursery school-kindergartens and relief nursery schools, 65 per cent.

The number of children per washbowl varies. The means are: nursery school, 6.8 children; relief nursery school, 8.7; day nursery, 11.2; nursery school-kindergarten, 13.6; and kindergarten, 11.7. These washbowls are usually placed at a height which enables young children to use them without a step or platform. The range of heights is from 19 to 36 inches and the median is 25 inches. Bathtubs are found in 90 per cent of the day nurseries, in 80 per cent of the relief

nursery schools, in 40 per cent of the nursery schools, and in 28 per cent of the kindergartens. Showers are found in one-third of the day nurseries and kindergartens, and in one-tenth of the nursery school-kindergartens. Drinking fountains are found in: three-fifths of the day nurseries, one-half of the kindergartens and nursery school-kindergartens, one-third of the relief nursery schools, and one-fourth of the nursery schools.

SLEEPING EQUIPMENT

Provision of sleeping equipment varies considerably, depending upon whether the institution assumes full-day or only half-day care of the children. Day nurseries use beds and cribs. The modal number of the former is 25 to an institution and of the latter, 15, both with the same range of 1 to 60. Cots are found everywhere except in the kindergartens. The modal number for institutions of all types is 15. The mean distance between beds in day nurseries is 2 feet 6 inches; in nursery schools, 3 feet 11 inches. Screens are placed between beds in 16 per cent of the nursery schools and in 7 per cent of the other institutions. Kindergartens and half-day nursery schools in which children take short rests, usually have mats which can be placed on the floor. Almost without exception, a bed, crib, cot or mat is provided for each child.

TABLES AND CHAIRS

Table 28 presents the data on the mean number of small tables and small chairs to an institution and the mean num-

TABLE 28
MEAN NUMBER OF SMALL TABLES AND CHAIRS

Type of inst.	Number reporting	Small tables per inst. <i>Per cent</i>	Children per small table <i>Per cent</i>	Small chairs per inst. <i>Per cent</i>	Children per small chair <i>Per cent</i>
D N.....	201	7.8	6.9	44.8	1.2
R N S.....	22	9.9	2.9	33.7	0.9
N S.	73	7.0	2.7	25.2	0.8
N S-K . . .	36	13.7	3.3	39.4	1.1
K.	60	9.7	3.4	32.8	1.0
All.	392	9.9	4.2	38.2	1.1

ber of children to each small table and small chair, by type of institution. In the total group there are 4.2 children for each small table and 1.1 children for each chair. Nursery schools appear to be the most amply supplied in both respects. The types of institutions which place most emphasis upon education and training of children have more small chairs and small tables available for the use of children than the other institutions.

OTHER EQUIPMENT

Table 29 shows the number of institutions providing individual equipment—combs, toothbrushes, towels and washcloths; and general equipment, extra supplies of handker-

TABLE 29

INSTITUTIONS SUPPLYING INDIVIDUAL EQUIPMENT

Type	Number	Combs	Toothbrushes	Towels	Washcloths	Number of inst ^a	Supply hdkf.	Separate lockers
		<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>		<i>Per cent</i>	<i>Per cent</i>
D N.....	215	74.4	73.5	93.5	90.2	154	93.5	29.9
R N S....	24	62.5	54.2	91.7	70.8	15	93.3	73.3
N S.....	75	48.0	28.0	89.3	66.7	54	96.3	63.0
N S-K....	40	27.5	17.5	85.0	37.5	34	88.3	29.4
K	65	13.9	10.8	75.4	20.0	38	78.9	23.7
All	419	55.1	49.2	89.0	69.0	295	91.5	37.3

^a Question is included only on longer form called Final Blank.

chiefs, and separate lockers. These data are presented graphically in Figure IX. It will be noted that day nurseries most frequently supply individual equipment, followed in decreasing order by relief nursery schools, nursery schools, nursery school-kindergartens, and kindergartens. Individual towels are supplied most frequently, washcloths next, combs next, and toothbrushes least frequently. An extra supply of handkerchiefs was kept by over 90 per cent of the institutions reporting (only those receiving the longer Final Blanks). Children have separate lockers in 37.3 per cent of all these institutions.

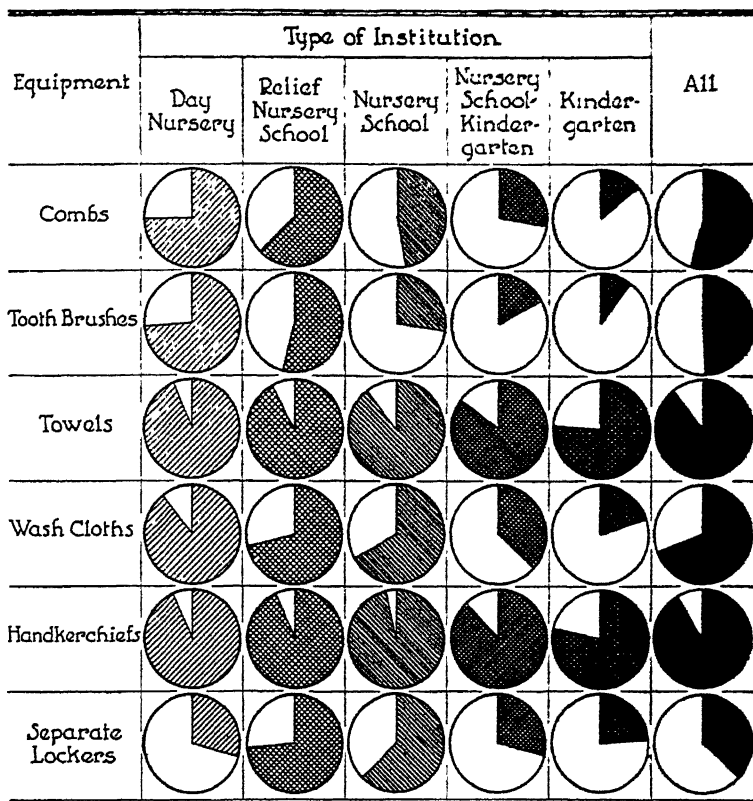


FIG. IX.

PROPORTION OF INSTITUTIONS SUPPLYING INDIVIDUAL EQUIPMENT.

SUMMARY

The mean number of rooms to an institution varies from 2.2 in the kindergarten to 7.6 in the day nursery. The mean number of children to a room varies from 5 in the nursery school to 15 in the kindergartens.

Thirty per cent of the institutions use rooms in the basements of their buildings.

Nursery schools have the most outdoor play space for each child, and relief institutions the least. Nursery schools

also have the most indoor space while kindergartens have the least.

Most buildings housing institutions for young children have other uses in addition to housing young children. Relief institutions often are connected with community centers. In many cases the nursery schools are in university buildings or private residences. Nursery school-kindergartens and kindergartens are often in private residences or private elementary schools.

In the whole group of institutions buildings are of frame, semi-fireproof, or fireproof construction in about equal number. There is a definite tendency for the larger institutions to be of fireproof construction, but only 49 per cent of the institutions with over 75 children are of fireproof construction. Institutions using more than one floor for nursery purposes have a mean of 11 children to an exit and those using one floor have a mean of 14 children. The mean number of exits to institution in these two groups is 3.2 and 3.9 respectively. Nursery schools have the fewest, and day nurseries the most children in relation to exits.

Fire alarms are provided in one-third of all institutions and are more frequent in the larger institutions. Although fire extinguishers are found in three-fourths of all institutions, there seems to be no tendency for them to be more common in the larger institutions. Only three-fifths of the institutions using more than one floor have fire escapes. They are twice as common in the larger institutions as in the smaller.

Fire drills are infrequent in nursery schools and relief nursery schools. In day nurseries and nursery school-kindergartens they are held from once a week to once a month. They are less frequently held, i.e., from twice a month to three times a year, in kindergartens.

All available data tend to show that institutions are on the whole kept very clean. Heating and ventilation are reported to be satisfactory.

The numbers of children to a toilet seat and washbowl are lowest in the nursery school and highest in the nursery

school-kindergarten. Bathtubs and showers are commonest in the day nursery.

A cot, bed or crib is provided each child, almost without exception in those institutions which have sleeping on the program. In the total group of institutions, there is one small chair for each child and one small table for every four children.

Individual equipment is supplied most commonly in relief institutions and least commonly in kindergartens.

PERSONNEL

There is much variation from institution to institution in the amount of formal educational preparation of the members of the teaching staffs and in the teaching load. The least preparation is found in the day nursery group; the most in the nursery school group. The highest average number of hours a week is put in by day nursery staffs, the lowest by kindergarten staffs. The largest number of children to teacher is found in the day nurseries, and the smallest in the nursery schools. Staffs of these institutions rarely include medical, psychological or psychiatric specialists. Many of the relief institutions however cooperate with clinics or hospitals.

NO problems are of greater importance than those of the qualifications and working conditions of the staff in institutions for children. It would be difficult indeed to over-emphasize the contribution of the staff to the effectiveness of an organization. A well trained and enthusiastic personnel can make up for deficiencies in housing, apparatus and equipment. A poor staff, with the best possible equipment available and in an excellent physical plant, may fail. Where the qualifications of the staff are high, most of the accessories of education and training come as a matter of course with the passage of time. A staff with inadequate preparation, little insight, and a lack of zeal, may permit equipment of high quality to deteriorate or to remain locked up and inaccessible to children.

Unfortunately, there has been a tradition for many generations that the care of young children is routine work that anyone can do. It is only recently that the fallaciousness of this view has been recognized and an emphasis placed upon the technical qualifications of those who are to care for them. The belief that if children of preschool age are kept out of

mischievous their training will take care of itself is contradicted by the facts which are being amassed by students of psychology, hygiene and education. The view that the preschool period is one in which physical care alone is to be stressed, is also disappearing. A survey of the qualifications of the present personnel in institutions for young children should not only give us insight into the present situation but also point out avenues of possible improvement in the approach to the care and training of young children.

NUMBERS

The data on staffs obtained from the Initial Blanks were analyzed to find the mean number of staff members exclusive of specialists by type of institution. The results are presented in Table 30. The mean number of members of the adminis-

TABLE 30
MEAN SIZE OF STAFF PER INSTITUTION

Type of inst.	Number reporting	Administrators, ^a teachers, asst. teachers	Nurses	Student teachers	Maids
D N.	469	2.4	0.9	0.2	1 0
R N S. . .	60	2 3	0.6	0.8	0 4
N S.	163	2.2	0.5	0.9	0 3
N S-K.	109	3 7	0 4	0.9	0 7
K.	350	2.3	0.8	0.6	0 2
All.	1,151	2.5	0.7	0.5	0 6

^aAdministrators, principals, matrons, directors, teachers, and assistant teachers were combined because differences in work often were not indicated clearly by the titles.

trative-teaching staff varies but little from type to type of institution, except in the nursery school-kindergarten, in which the mean is 3.7 per institution as compared with 2.2 to 2.4 for the other institutions. This is perhaps due to the fact that nursery school-kindergartens have separate nursery school and kindergarten groups. It is also noteworthy that the highest daily charge is found in this group.

The mean number of nurses to an institution in the total group is 0.7. They are most common in day nurseries where

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the mean is 0.9. In the kindergarten the mean number is 0.8; in the relief nursery schools, 0.6; in the nursery schools, 0.5; and in the nursery school-kindergartens, 0.4.

The average number of student teachers in the total group is 0.5 per institution. The figures are: nursery school-kindergarten, 0.9; nursery school, 0.9; relief nursery school, 0.8; kindergarten, 0.6; and day nursery, 0.2.

The mean number of maids to an institution in the total group is 0.6. The figure is highest in the day nursery, 1.0. The others are as follows: nursery school-kindergarten, 0.7; relief nursery school, 0.4; nursery school, 0.3; and kindergarten, 0.2.

The terms nurse, maid, and student teacher are somewhat ambiguous. Nurses include some who care for infants and children as well as some who give or supervise medical care. Student teachers are usually employed only part time so that they cannot be considered as regular members of the staff in most instances. Maids' duties sometimes include care of children as well as of buildings and equipment.

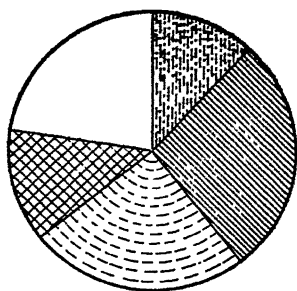
TRAINING

We are here concerned with the academic training of those who are directly responsible for the education and training of children, i.e., teachers, directors, matrons, and principals, and not with that of the specialists who may be available to the institution. Table 31 and Figure X show the

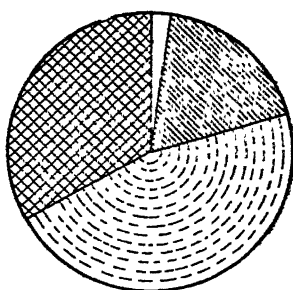
TABLE 31

TRAINING OF TEACHING PERSONNEL

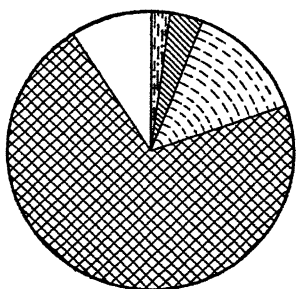
Type of inst.	Teachers & administrators	Grammar school	High school	Special training beyond H. S.	College graduate	Reply omitted
		<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>
D N....	477	11.5	27.9	24.9	13.0	22.6
R N S..	57	0 0	19.3	45.6	33.3	1.8
N S....	162	1 9	3.7	14.2	71.0	9.3
N S-K..	140	0 0	1.4	37.1	43.6	17.9
K... ..	150	2 0	7.3	47.3	27.3	16.0
All.....	986	6.2	16.5	29.5	30.2	17.5



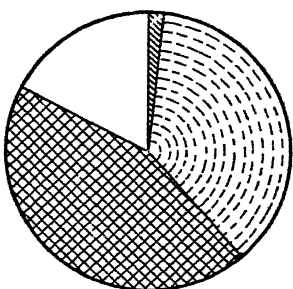
Day Nursery



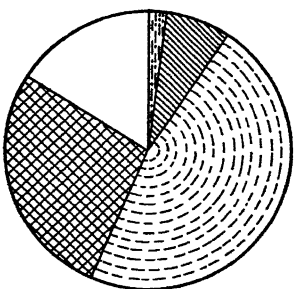
Relief Nursery School



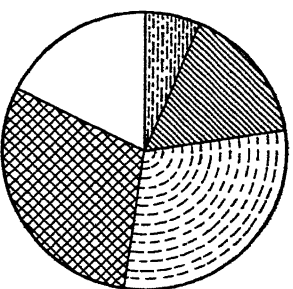
Nursery School



Nursery School-Kindergarten



Kindergarten



All Institutions



Grammar school



Special training beyond high school



High school



College graduate



Information omitted

FIG. X.

TRAINING OF TEACHING PERSONNEL.

percentages of staff members for each type of institution with grade or high school education; special training beyond high school; and college degrees.

Day nurseries show the largest proportion of those whose education stopped with the completion of grammar or high school.¹ The percentage of day nursery staffs that have completed high school is 27.9, an additional 24.9 per cent have some special training beyond high school, and only 13.0 per cent have completed college or university work. The nursery school group shows the highest average training, since 71 per cent of the trained staff are college graduates. The relief nursery schools and the kindergartens show a large number with special training. This special training in many cases is a two-year teachers' college course.

It is quite possible that the material showing the superiority of the nursery schools in equipment, already presented, and the educational material on program, to be discussed later, are to be explained in terms of the training of the staffs. The investigator, on his visit to a number of institutions, observed useful equipment and educational facilities, that were provided at a small cost through the exercise of ingenuity on the part of the staff. When the staff is well trained good equipment seems to follow.

TEACHER LOAD

Not only is the question of the training of the teaching personnel of great importance but also that of the load carried. In the care of younger children, much more individual attention is required than is the case with older children. If the time load and child load is too heavy well trained teachers and good equipment are largely wasted.

Data on two aspects of the problem of teacher load are available; the first of these is mean time put in a week in the care of children, the second is the mean number of children cared for by each teacher. Analysis shows that the situ-

¹ Because of the large number failing to reply to these items on the Inquiry Blanks, the omissions are included in Table 3r and Figure X. An omission may indicate an unwillingness to report a low educational status.

ation varies somewhat with the nature of the institution. Some institutions have only a single person who combines the administrative and teaching function and others have two or more persons, with consequent specialization of duties. Hence a division was made into "one person" and "more than one person" institutions.

Table 32 shows the average number of hours spent by

TABLE 32
TEACHING HOURS PER WEEK BY SIZE OF TRAINED STAFF

Type of inst.	ONE PERSON		TWO OR MORE				ALL INSTITUTIONS	
			Administrators		Teachers		Total	
	Number staff	Mean hours	Number staff	Mean hours	Number staff	Mean hours	Number staff	Mean hours
D N . . .	40	57 0	189	51 3	115	30 4	304	43 4
R N S . .	1	— ^a	16	35 8	29	33 3	45	34 2
N S . . .	13	24 1	37	31 0	72	27 2	109	28 5
N S-K . .	1	— ^a	24	32 3	71	27 9	95	29 1
K	10	18 1	33	32 8	52	20 2	85	25 0
All	65	43.7	299	44 4	339	27 9	638	35 6
							703	36.4

^a These data were obtained from the Final Blanks which were received from about one-third of the institutions returning Initial Blanks. In the relief nursery school and nursery school-kindergarten groups one-person institutions are found in only 10 to 15 per cent of the cases. Hence insufficient data are available on one-person institutions of these types.

staff members in the various types of institutions. Those in the one-person day nurseries reported an average of fifty-seven hours a week. In day nurseries with a staff of 2 or more, the administrators spend an average of fifty-one and three-tenths hours and teachers an average of thirty and four-tenths hours or a combined average for administrators and teachers of forty-three and four-tenths hours a week. In the nursery schools and in the kindergartens, staffs in one-person institutions teach fewer hours than do those in institutions having larger staffs. This is probably because one-person institutions of these types are open for only a few hours per day and maintain less elaborate programs. In the nursery schools, in the kindergartens, and in the nursery school-kindergartens the weekly average of working hours is smaller than it is in the relief institutions. The relief nursery schools have a lighter working schedule than the day nurseries.

NURSERY EDUCATION

Another criterion of teacher load is the average number of children to each trained staff member. This is given in Table 33. The teacher in one-person institutions cares for a

TABLE 33
MEAN NUMBER OF CHILDREN PER TEACHER

INSTITUTION		NUMBER OF CHILDREN	
Type of inst.	Number reporting	One person on staff	Two or more persons on staff
D N	469	47.6	21.1
R N S.	58	21.9	11.9
N S	163	15.1	7.4
N S-K.....	109	23.1	10.7
K.....	350	24.1	13.7

greater number than those in institutions with two or more staff members. The average number of children to a teacher is greatest in the day nurseries and least in nursery schools.

Tables 32 and 33 show clearly that the average teacher in the day nursery works long hours and is responsible for a larger number of children than the teacher in any of the other types of institutions. It is probable that if an educational and training program is to be developed in the day nursery field, strenuous efforts must be made to raise the training level of the personnel and to decrease the time and child load now borne by the teachers.

Our data do not enable us to draw conclusions as to the proper number of children to a teacher for institutions for young children. The National Committee on Nursery Schools recommends a teacher and an assistant for every 8 children under three years of age, and for every 10 to 15 children over three. *Standards of Care in Day Nurseries* recommends one worker for every 10 children over two years of age. It is significant that the institutions that emphasize the educational program have a small teacher load.

SPECIALISTS

Information also was obtained on the specialists available for the institutions of various types. Since titles of specialists were not included in the personnel list on the original

query and had to be written in, it is likely that the figures presented were low.

Table 34 shows that only a small number of institutions

TABLE 34

SPECIALISTS AND COOPERATING AGENCIES

Type of inst.	Number	Physician	Pediatrician	Cooperation with hospital	Psychologist	Psychiatrist	Cooperation with behavior clinic	Trained nutritionist
		<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>
D N...	516	2.5	0.4	66.5	0.0	0.0	7.2	5.1
R N S.	60	5.0	1.7	61.4	1.7	3.3	14.9	6.6
N S.	169	9.4	4.1	30.7	8.9	2.4	8.9	15.3
N S-K.	114	5.3	0.9	26.4	3.5	0.0	15.8	13.2
K.....	377	9.0	0.0	21.4	0.5	0.0	9.5	1.6
All. ..	1,236	5.8	0.9	44.6	1.8	0.5	9.3	6.2

have physicians directly on the staff; 9.4 per cent of the nursery schools do; 9.0 per cent of the kindergartens, 5.3 per cent of the nursery school-kindergartens; 5.0 per cent of the relief nursery schools, and 2.5 per cent of the day nurseries. An even smaller number report pediatricians. However, the following large number of institutions obtain medical service through cooperation with hospitals or clinics: 66.5 per cent of the day nurseries; 61.4 per cent of the relief nursery schools; 30.7 per cent of the nursery schools; 26.4 per cent of the nursery school-kindergartens; and 21.4 per cent of the kindergartens. Eight and nine-tenths per cent of the nursery schools have psychologists and 2.4 per cent psychiatrists on their staffs. None of the day nurseries has a psychologist or a psychiatrist. Only 0.5 per cent of the kindergartens have psychologists and none has a psychiatrist. On the other hand, 14.9 per cent of the relief nursery schools, 7.2 per cent of the day nurseries, 8.9 per cent of the nursery schools, 15.8 per cent of the nursery school-kindergartens, and 9.5 per cent of the kindergartens cooperate with behavior clinics.

Trained nutritionists are on the staff of 15.3 per cent of the nursery schools, 13.2 per cent of the nursery school-kindergartens, 6.6 per cent of the relief nursery schools, 5.1 per cent of the day nurseries, and 1.6 per cent of the kindergartens.

SUMMARY

The data on the average number of staff members in the total group of institutions show 2.5 teachers and administrators, 0.7 nurses, 0.5 student teachers, and 0.6 maids to an institution. There is great variation in the educational background of the staffs. In order, from the highest to the lowest, the types of institution rank as follows: (1) nursery school; (2) nursery school-kindergarten; (3) relief nursery school; (4) kindergarten; (5) day nursery. The proportion of teachers with college training by type of institution varies from 71 per cent in the nursery school to 13 per cent in the day nursery. The situation is more favorable in the other institutions than in the day nurseries.

Physicians and pediatricians are seldom reported to be directly on the staffs of these institutions. Medical service is obtained largely through cooperation with clinics and hospitals. Psychologists and psychiatrists are still more rarely reported on the staffs of institutions. Only 10 per cent of all institutions cooperate with behavior clinics. Trained nutritionists are reported directly on the staffs by a rather small proportion of the total group. Nursery schools and nursery school-kindergartens are the only groups of which over 10 per cent report nutritionists.

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REQUIREMENTS FOR ADMISSION

Medical requirements for admission including complete physical examinations, immunization for diphtheria and vaccination for small-pox are more common in relief institutions than in nursery schools or kindergartens. Religious requirements are rare, but color, racial or economic requirements are common. Relief institutions are likely to visit a child's home before acceptance and to accept children for temporary care, but rarely have regular admission dates.

THE nature and extent of the requirements for admission to the institutions studied vary as widely as the purposes of the institutions. Ordinarily problems of educational attainment do not arise since the children are so young. But physical standards are important, since the bringing together of young children increases the danger of infection and makes preventive measures even more necessary than in the home. The institutions established to meet social and economic needs present other bases for selection.

The data on the frequencies of medical, social, religious, racial, and economic requirements are presented in Table 35 and in graphic form in Figure XI.

TABLE 35
REQUIREMENTS FOR ADMISSION

Type of inst.	Number	Complete physical exam.	Immunization against diphtheria	Vaccination against smallpox	Mental test	Number	Religious-specified	Color or racial-specified	Economic-specified
		Per cent	Per cent	Per cent	Per cent		Per cent	Per cent	Per cent
D N	215	78.1	43.7	50.7	14.9	154	3.9	40.9	44.8
R N S	24	58.3	25.0	54.2	0.0	15	0.0	26.7	20.0
N S	75	45.3	24.0	30.7	16.0	54	0.0	50.0	5.5
N S-K.	40	25.0	12.5	35.0	22.5	34	5.8	61.7	20.5
K.	65	27.7	4.6	26.2	13.8	38	7.9	47.3	5.2
All.	419	58.2	30.5	42.0	14.8	295 ^a	3.7	45.1	28.5

^a The data on religious, racial, and economic requirements are based on 295 reports, while the medical data are based on 419. This group of 295 is that which returned the longer, more detailed form of the Final Blank.

NURSERY EDUCATION

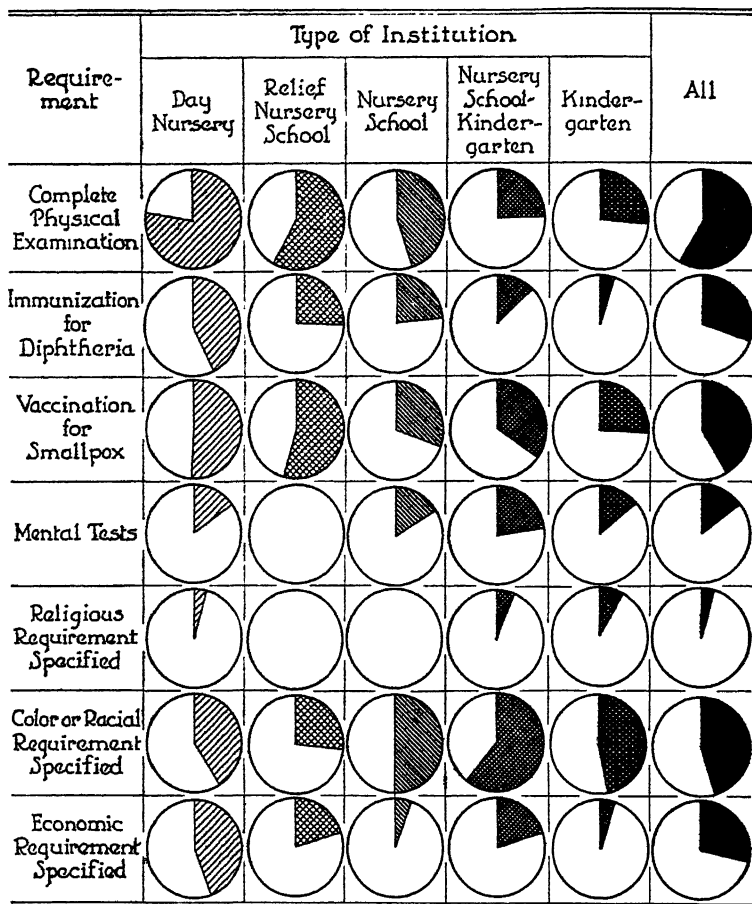


FIG. XI.

SUMMARY OF REQUIREMENTS FOR ADMISSION.

HEALTH

Perhaps the most important single health measure which can be required is a complete medical examination, since in its train follow many other physical measures for the protection of the child.

Seventy-eight per cent of the day nurseries, 58.3 per cent of the relief nursery schools, 45.3 per cent of the nursery

schools, 25.0 per cent of the nursery school-kindergartens, and 27.7 per cent of the kindergartens require complete physical examinations before children are admitted. Institutions for relief present a more satisfactory picture in this respect than do those for education and training. Institutions of the educational type may draw their clientele from strata of society in which the physical examination is likely to be given by a private physician. However it seems feasible to require the report of a complete physical examination before admitting a child. Both *Standards of Care in Day Nurseries* and the National Committee on Nursery Schools recommend complete physical examination upon admission.

The data on specific preventive measures indicate that the practice of the institutions is below the level necessary to secure adequate protection.

Immunization for diphtheria is a requirement for admission in 43.7 per cent of the day nurseries, 25.0 per cent of the relief nursery schools, 24.0 per cent of the nursery schools, 12.5 per cent of the nursery school-kindergartens, and 4.6 per cent of the kindergartens.

Only 50.7 per cent of the day nurseries, 54.2 per cent of the relief nursery schools, 30.7 per cent of the nursery schools, 35.0 per cent of the nursery school-kindergartens, and 26.2 per cent of the kindergartens require vaccination against smallpox.

Inoculation against typhoid is so infrequently required that it was omitted from the Table 35 and Figure XI. It is relatively most frequent in the day nurseries, where 9 per cent have such a requirement. Since the institutions for young children, as has been shown, are almost entirely in urban centers, protection against typhoid is in a measure secured through the control of the milk and water supplies.

RACIAL, SOCIAL, AND ECONOMIC

Many institutions have racial or color requirements. Of the day nurseries, 34 per cent admit white children only and 7 per cent colored children only; of the relief nursery schools, 20 per cent admit white only and 7 per cent colored only; of

the mean is 0.9. In the kindergarten the mean number is 0.8; in the relief nursery schools, 0.6; in the nursery schools, 0.5; and in the nursery school-kindergartens, 0.4.

The average number of student teachers in the total group is 0.5 per institution. The figures are: nursery school-kindergarten, 0.9; nursery school, 0.9; relief nursery school, 0.8; kindergarten, 0.6; and day nursery, 0.2.

The mean number of maids to an institution in the total group is 0.6. The figure is highest in the day nursery, 1.0. The others are as follows: nursery school-kindergarten, 0.7; relief nursery school, 0.4; nursery school, 0.3; and kindergarten, 0.2.

The terms nurse, maid, and student teacher are somewhat ambiguous. Nurses include some who care for infants and children as well as some who give or supervise medical care. Student teachers are usually employed only part time so that they cannot be considered as regular members of the staff in most instances. Maids' duties sometimes include care of children as well as of buildings and equipment.

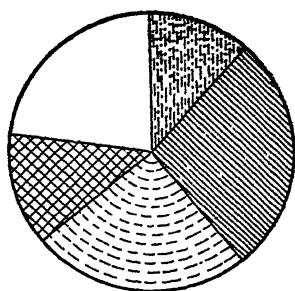
TRAINING

We are here concerned with the academic training of those who are directly responsible for the education and training of children, i.e., teachers, directors, matrons, and principals, and not with that of the specialists who may be available to the institution. Table 31 and Figure X show the

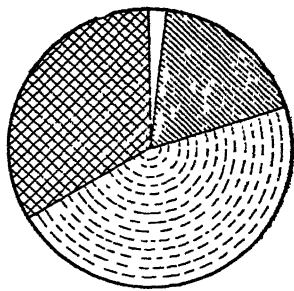
TABLE 31

TRAINING OF TEACHING PERSONNEL

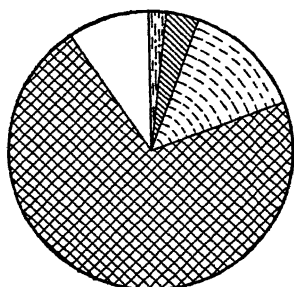
Type of inst.	Teachers & administrators	Grammar school	High school	Special training beyond H. S.	College graduate	Reply omitted
		<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>
D N. . .	477	11.5	27.9	24.9	13.0	22.6
R N S. .	57	0.0	19.3	45.6	33.3	1.8
N S. . .	162	1.9	3.7	14.2	71.0	9.3
N S-K. .	140	0.0	1.4	37.1	43.6	17.9
K.	150	2.0	7.3	47.3	27.3	16.0
All.	986	6.2	16.5	29.5	30.2	17.5



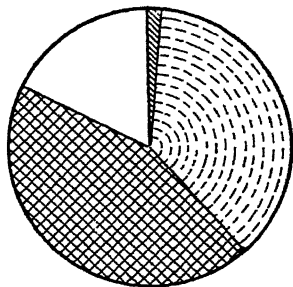
Day Nursery



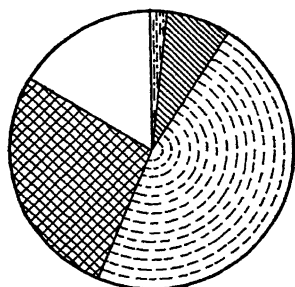
Relief Nursery School



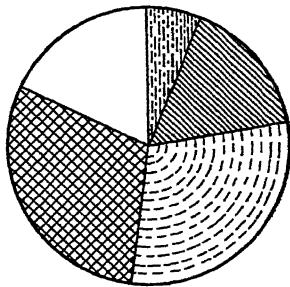
Nursery School



Nursery School-Kindergarten



Kindergarten



All Institutions



Grammar school



Special training beyond high school



High school



College graduate



Information omitted

FIG. X.

TRAINING OF TEACHING PERSONNEL.

percentages of staff members for each type of institution with grade or high school education; special training beyond high school; and college degrees.

Day nurseries show the largest proportion of those whose education stopped with the completion of grammar or high school.¹ The percentage of day nursery staffs that have completed high school is 27.9, an additional 24.9 per cent have some special training beyond high school, and only 13.0 per cent have completed college or university work. The nursery school group shows the highest average training, since 71 per cent of the trained staff are college graduates. The relief nursery schools and the kindergartens show a large number with special training. This special training in many cases is a two-year teachers' college course.

It is quite possible that the material showing the superiority of the nursery schools in equipment, already presented, and the educational material on program, to be discussed later, are to be explained in terms of the training of the staffs. The investigator, on his visit to a number of institutions, observed useful equipment and educational facilities, that were provided at a small cost through the exercise of ingenuity on the part of the staff. When the staff is well trained good equipment seems to follow.

TEACHER LOAD

Not only is the question of the training of the teaching personnel of great importance but also that of the load carried. In the care of younger children, much more individual attention is required than is the case with older children. If the time load and child load is too heavy well trained teachers and good equipment are largely wasted.

Data on two aspects of the problem of teacher load are available; the first of these is mean time put in a week in the care of children, the second is the mean number of children cared for by each teacher. Analysis shows that the situ-

¹ Because of the large number failing to reply to these items on the Inquiry Blanks, the omissions are included in Table 3r and Figure X. An omission may indicate an unwillingness to report a low educational status.

ation varies somewhat with the nature of the institution. Some institutions have only a single person who combines the administrative and teaching function and others have two or more persons, with consequent specialization of duties. Hence a division was made into "one person" and "more than one person" institutions.

Table 32 shows the average number of hours spent by

TABLE 32
TEACHING HOURS PER WEEK BY SIZE OF TRAINED STAFF

Type of inst.	ONE PERSON		TWO OR MORE				ALL INSTITUTIONS	
			Administrators		Teachers		Total	
	Number staff	Mean hours	Number staff	Mean hours	Number staff	Mean hours	Number staff	Mean hours
D N	40	57 0	189	51 3	115	30 4	304	43 4
R N S . . .	1	— ^a	16	35 8	29	33 3	45	34 2
N S	13	24 1	37	31 0	72	27 2	109	28 5
N S-K . . .	1	— ^a	24	32 3	71	27 9	95	29 1
K	10	18 1	33	32 8	52	20 2	85	25 0
All	65	43 7	299	44 4	339	27.9	638	35 6
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^a These data were obtained from the Final Blanks which were received from about one-third of the institutions returning Initial Blanks. In the relief nursery school and nursery school-kindergarten groups one-person institutions are found in only 10 to 15 per cent of the cases. Hence insufficient data are available on one-person institutions of these types.

staff members in the various types of institutions. Those in the one-person day nurseries reported an average of fifty-seven hours a week. In day nurseries with a staff of 2 or more, the administrators spend an average of fifty-one and three-tenths hours and teachers an average of thirty and four-tenths hours or a combined average for administrators and teachers of forty-three and four-tenths hours a week. In the nursery schools and in the kindergartens, staffs in one-person institutions teach fewer hours than do those in institutions having larger staffs. This is probably because one-person institutions of these types are open for only a few hours per day and maintain less elaborate programs. In the nursery schools, in the kindergartens, and in the nursery school-kindergartens the weekly average of working hours is smaller than it is in the relief institutions. The relief nursery schools have a lighter working schedule than the day nurseries.

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Another criterion of teacher load is the average number of children to each trained staff member. This is given in Table 33. The teacher in one-person institutions cares for a

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INSTITUTION	Number reporting	NUMBER OF CHILDREN	
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TABLE 34

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Type of inst.	Number	Physician	Pediatrician	Cooperation with hospital	Psychologist	Psychiatrist	Cooperation with behavior clinic	Trained nutritionist
		<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>
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N S.	169	9.4	4.1	30.7	8.9	2.4	8.9	13.3
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The data on the average number of staff members in the total group of institutions show 2.5 teachers and administrators, 0.7 nurses, 0.5 student teachers, and 0.6 maids to an institution. There is great variation in the educational background of the staffs. In order, from the highest to the lowest, the types of institution rank as follows: (1) nursery school; (2) nursery school-kindergarten; (3) relief nursery school; (4) kindergarten; (5) day nursery. The proportion of teachers with college training by type of institution varies from 71 per cent in the nursery school to 13 per cent in the day nursery. The situation is more favorable in the other institutions than in the day nurseries.

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R N S.....	24	58.3	25.0	54.2	0.0	15	0.0	26.7	20.0
N S.....	75	45.3	24.0	30.7	16.0	54	0.0	50.0	5.5
N S-K.....	40	25.0	12.5	35.0	22.5	34	5.8	61.7	20.5
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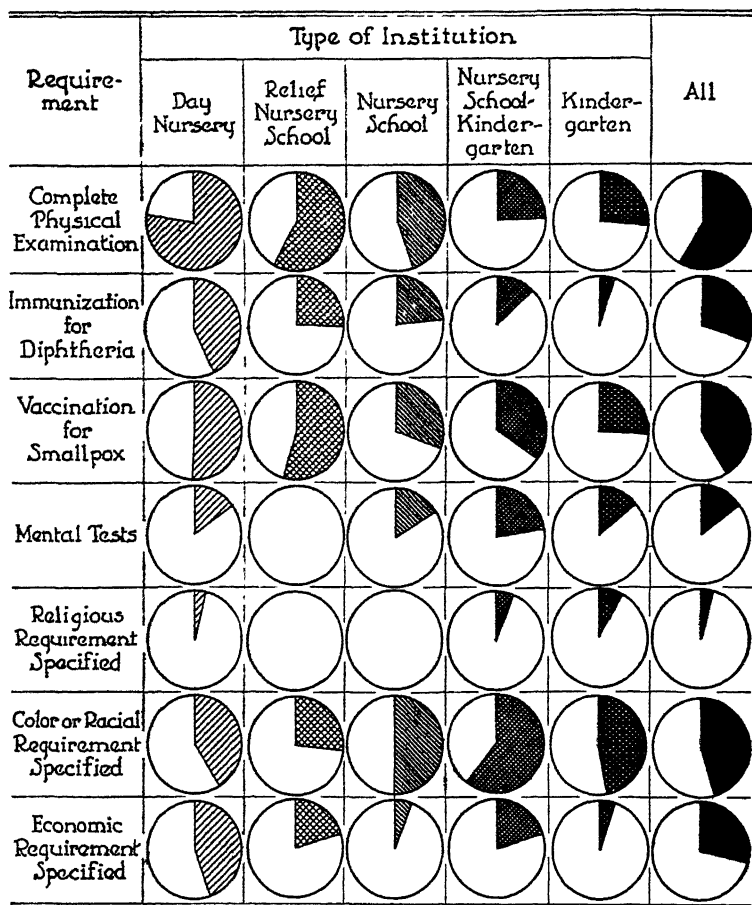


FIG. XI.

SUMMARY OF REQUIREMENTS FOR ADMISSION.

HEALTH

Perhaps the most important single health measure which can be required is a complete medical examination, since in its train follow many other physical measures for the protection of the child.

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Immunization for diphtheria is a requirement for admission in 43.7 per cent of the day nurseries, 25.0 per cent of the relief nursery schools, 24.0 per cent of the nursery schools, 12.5 per cent of the nursery school-kindergartens, and 4.6 per cent of the kindergartens.

Only 50.7 per cent of the day nurseries, 54.2 per cent of the relief nursery schools, 30.7 per cent of the nursery schools, 35.0 per cent of the nursery school-kindergartens, and 26.2 per cent of the kindergartens require vaccination against smallpox.

Inoculation against typhoid is so infrequently required that it was omitted from the Table 35 and Figure XI. It is relatively most frequent in the day nurseries, where 9 per cent have such a requirement. Since the institutions for young children, as has been shown, are almost entirely in urban centers, protection against typhoid is in a measure secured through the control of the milk and water supplies.

RACIAL, SOCIAL, AND ECONOMIC

Many institutions have racial or color requirements. Of the day nurseries, 34 per cent admit white children only and 7 per cent colored children only; of the relief nursery schools, 20 per cent admit white only and 7 per cent colored only; of

the nursery schools, 46 per cent admit white only and 4 per cent orientals or white; of the nursery school-kindergartens, 59 per cent admit white only and 3 per cent white or orientals; of the kindergartens, 45 per cent admit white and 2 per cent colored children only.

The number omitting answers to this question is large: 9.7 per cent of the day nurseries; 13.3 per cent of the relief nursery schools; 5.6 per cent of the nursery schools; 20.6 per cent of the nursery school-kindergartens; and 13.2 per cent of the kindergartens. Although it is not clear how these omissions are to be interpreted it is likely that either the question of race has not arisen or the institutions admit white children only. Sixty-one and seven-tenths per cent of the nursery school-kindergartens, 50.0 per cent of the nursery schools, 47.3 per cent of the kindergartens, 40.9 per cent of the day nurseries, and 26.7 per cent of the relief nursery schools specify a color or racial requirement.

Very few institutions of any type report a religious requirement. The percentages of those specifying a requirement range from 0.0 to 7.9 per cent.

Classification of the occupational class requirements for parents of children in these institutions was difficult. Some 25 per cent of all institutions did not state their requirements in this respect. About 50 per cent of the day nurseries specifically stated that parents of children in their institutions must be in the low salaried or the laboring groups; 53 per cent of the relief nursery schools stated that they have no requirement in this respect and 20 per cent that parents must be in the laboring group. Most nursery schools (78 per cent) make no requirement, only about 4 per cent specify the laboring group, and 2 per cent the professional or business groups. About 18 per cent of the nursery school-kindergartens, among which are several private schools, require that parents be of the professional or managerial classes, 3 per cent that they be of the laboring classes, 38 per cent make no requirement, and 41 per cent failed to answer this question. Of the kindergartens, 5 per cent require that the parents be in the upper occupational levels, 53 per cent make no require-

ment, 42 per cent failed to answer. It is probable that where the answer is omitted no requirement is made. The National Committee on Nursery Schools considers varying economic status in the nursery school clientele very desirable.

MENTALITY AND PERSONALITY

Mental tests are required in only a small proportion of institutions: in 22.5 per cent of the nursery school-kindergartens, in 16.0 per cent of the nursery schools, in 14.9 per cent of the day nurseries, in 13.8 per cent of the kindergartens, and in none of the relief nursery schools. A number of replies on this item were omitted or indefinite.

The data on requirements of personality and mental level are difficult to express quantitatively as the requirements are stated in such terms as "normal," "fair," "good," "average" by most of the institutions. About one-third of all institutions report no requirement with respect to personality; about one-fifth, none with respect to mental level. Several institutions, particularly in the day nursery group, state the child must be able to help himself, which probably means that he must be beyond the diaper stage. Several day nurseries and nursery schools report that the child must not be a menace to the group.

HOME VISITS, ADMISSION DATES, AND TEMPORARY CARE

The data on other admission policies are presented in Table 36. Many institutions, 76.4 per cent, in the day nurs-

TABLE 36

OTHER ADMISSION POLICIES ^a

Type of inst.	Visit child's home before acceptance	Regular dates for admission	ACCEPT CHILD FOR TEMPORARY CARE		
			Yes	Ocassionally	Never
	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>
D N. . . .	76 4	10 1	66 3	8.5	25 1
R N S. . .	35 7	20 0	30 4	13 0	56 5
N S. . . .	17 0	53.1	11 8	5 9	82 4
N S-K. . .	20 0	29 0	25.7	5.7	68.6
K.	15.1	40 0	33 9	1.6	64 5
All. . . .	48 2	24 1	45.7	7.0	47 3

^a This table is based on replies to the Final Blanks of Inquiry less a small number which omitted replies to the items.

ery group make a practice of visiting the children's homes before acceptance. This is not nearly so common in the other types of institutions. Only 35.7 per cent of the relief nursery schools, 20.0 of the nursery school-kindergartens, 17 per cent of the nursery schools and 15.1 per cent of the kindergartens report such a practice.

Regular dates for admission are relatively rare in the day nursery, occurring for only 10.1 per cent. They are more common in the relief nursery school, 20.0 per cent; in the nursery school-kindergarten, 25.7 per cent; in the kindergarten, 40.0 per cent; and in the nursery school, 53.1 per cent.

Sixty-six and three-tenths per cent of the day nurseries say they accept children for temporary care, 8.5 per cent say "not as a rule," and 25.1 per cent say "no." This practice is less frequent in the other types of institutions. Thirty-three and nine-tenths per cent of the kindergartens accept children for temporary care, 30.4 per cent of the relief nursery schools, 25.7 per cent of the nursery school-kindergarten, and 11.8 per cent of the nursery schools.

SUMMARY

Medical requirements for admission are stressed most by the relief institutions. The most common admission requirement is a complete physical examination. It is required by 58.2 per cent of all institutions. Vaccination against smallpox is required by 42.0 per cent and immunization for diphtheria by 30.5 per cent of all institutions.

Restrictions as to religion are rare, but almost one-half of all the institutions report that they make requirements as to color. Almost one-half of the day nurseries, and one-fifth of the relief nursery schools state that they require that parents be of the laboring classes. One-fifth of the nursery school-kindergartens report requirements but most of these are for membership in managerial or professional classes. Nursery schools and kindergartens rarely have economic requirements. Three-fourths of the day nurseries report that they visit the homes of children before they are admitted

into the nurseries, but this practice is much rarer in the other types of institutions. The establishment of regular dates for admission is commonest in the nursery school; over one-half of them follow this practice. One-tenth of the day nurseries have regular dates for admission. Relief institutions are more likely to accept children for temporary care. This practice is followed by two-thirds of the day nurseries.

MEDICAL FACILITIES

The data on daily medical inspection, complete physical examination, dental examination, vaccination for smallpox, immunization for diphtheria, weighing, and measuring, show that the relief institutions are definitely in the lead in medical care and facilities. Nursery schools are not far behind in most items, but provisions for medical care in kindergartens lag behind.

IN any institution undertaking to bring together groups of young children for either relief or educational purposes the extent and quality of the medical supervision and facilities are of vital importance. Because of the high susceptibility of very young children to infection, the need of careful supervision is even greater than for the grammar school child, who has passed beyond the age when many disorders have their highest frequency and who has acquired some degree of immunity. In the Final Blank of Inquiry as much information as possible was secured on points connected with medical supervision.

MEDICAL INSPECTION

In many day nurseries and nursery schools, daily inspection of the noses, throats and visible skin of the children, followed by isolation or sending home of children who show suspicious symptoms is an important procedure. Daily inspection is included in the standards given by both *Standards of Care in Day Nurseries* and the National Committee on Day Nurseries. Although this study has no data on the success or failure of such procedures in reducing contagion, data were obtained on the frequency of the practice in the various types of institutions studied.

The first column of Table 37 shows the percentage of institutions having daily inspection and by whom it is made.

TABLE 37
DAILY MEDICAL INSPECTION

Type of inst.	Number reporting	Having inspection	Physician	MADE BY		Unspecified
		Per cent	Per cent	Nurse Per cent	Teacher Per cent	
D N. . .	207	59.9	3.2	68.5	27.4	0.9
R N S..	21	71.4	0.0	53.3	46.7	0.0
N S. . .	68	75.0	17.7	45.1	37.3	0.0
N S-K..	37	46.0	5.9	52.9	41.2	0.0
K.....	54	16.7	22.2	33.3	33.3	11.1
All.	387	55.8	7.4	59.3	32.4	0.9

We find that 75 per cent of the nursery schools, 71.4 per cent of the relief nursery schools, 60 per cent of the day nurseries, 46 per cent of the nursery school-kindergartens, and 16.7 per cent of the kindergartens, provide daily inspection. In general the practice seems to be less common than was to be expected. Even in the nursery schools which seem to be most aware of the importance of health problems, one-fourth do not have daily inspection. In the kindergartens five out of every six do not have it. A small number of institutions in each category reported weekly or bi-weekly inspection. Such a practice is to be preferred to no inspection. In all classes of institutions, inspection is most commonly made by nurses, less commonly by teachers, and rarely by physicians.

Our replies indicate that the child who shows symptoms of a contagious disease at inspection is usually isolated or sent home. All institutions reported some variant of this procedure. In a small number of institutions where no regular inspection is made, it was reported that the teacher or supervisor is on the alert through the day and isolates or sends home any child with suspicious symptoms. This is obviously a desirable procedure even in institutions in which there is daily inspection, particularly if the final decision can be referred to a competent person.

The observations of the investigator on the health

supervision emphasize the point that even where communities have adopted a system by which public health nurses visit nursery schools and day nurseries every morning the problem of epidemics still remains. In two communities visited, epidemics claimed nearly every child in two nurseries despite the regular inspections by the nurse.

PHYSICAL EXAMINATIONS

Table 38 shows the percentages of nurseries giving complete physical examinations at stated intervals. According

TABLE 38

FREQUENCY OF COMPLETE PHYSICAL EXAMINATIONS

Type of inst.	Number	Every week or two	Every month	Three or four times a year	Once or twice a year	Irregular	Never ^a	Reply omitted
		Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent
D N. . .	215	11.2	22.3	9.3	21.4	16.3	1.9	17.7
R N S . .	24	8.3	12.5	16.7	37.5	0.0	4.2	20.8
N S . . .	75	0.0	6.7	6.7	41.3	8.0	5.3	32.0
N S-K . .	40	0.0	0.0	0.0	35.0	10.0	10.0	45.0
K	65	0.0	4.6	1.5	30.8	1.5	9.2	52.3
All. . .	419	6.2	14.1	7.1	28.6	11.0	4.5	28.4

COMPLETE EXAMINATION BY PHYSICIAN

Infants in								
D N . .	89	39.3	18.0	5.6	9.0	21.4	0.0	6.7

^a To ascertain how many institutions do not follow this practice add the percentage in the "never" column to that in the "omitted" column.

to the information, day nurseries are most likely to give complete examinations and to give them most frequently. Relief nursery schools, nursery schools, nursery school-kindergartens and kindergartens in the order named provide, in decreasing percentages, complete examinations. The institutions giving examinations give them at intervals varying from a week to a year. The modal frequency for such complete examinations is once or twice a year. One-third of the day nurseries, however, give examinations once a month or oftener. *Standards of Care in Day Nurseries* recommends that a complete physical examination be given at least once in three months. About one-fourth of the institutions meet this requirement.

The examinations are made by physicians in 95 per cent of the cases when they are given. The same table presents data on 89 day nurseries that care for infants. As would be expected, examinations of infants are more frequent than those of older children, 39.3 per cent give examinations every two weeks or oftener by physicians.

Type of Examination

Table 39 presents the results from a check list of items which are often included in physical examinations. The

TABLE 39

ITEMS IN COMPLETE PHYSICAL EXAMINATIONS^a

Type of institution	D N	R N S	N S	N S-K	K	All
Number reporting examinations	162	18	47	19	25	271
<i>Per cent of total reporting examinations</i>	75.3	75.0	62.7	47.5	38.5	64.7
<i>Per cent reporting each of the items listed below:</i>						
Throat	96.9	100.0	100.0	84.2	92.0	96.3
Teeth	93.2	100.0	93.6	78.9	92.0	92.6
Heart	92.6	100.0	91.5	78.9	88.0	91.5
Lungs	92.0	100.0	91.5	78.9	84.0	90.8
Skin	93.8	94.4	93.6	73.7	72.0	90.4
Weight	86.4	83.3	97.9	89.5	96.0	89.3
Height	83.3	77.8	97.9	89.5	96.0	87.1
Nose	79.6	72.3	83.0	68.4	68.0	77.9
Ears	77.2	72.3	76.6	63.2	64.0	74.5
Vision	65.5	61.1	63.8	89.5	80.0	67.9
Hearing	64.2	50.0	63.8	84.2	80.0	66.1
Nervous disorders . .	67.3	66.7	66.0	52.6	56.0	64.9
Urine	32.7	5.6	40.4	31.6	24.0	31.4
Blood	31.5	11.1	31.9	31.6	32.0	30.3
Vaginal smears	33.3	33.3	17.0	21.1	8.0	27.3
Nutrition	13.0	27.8	10.6	10.5	24.0	14.4

^a The items are arranged in order of total frequency for institutions of all types. The percentages are based on the numbers giving examinations.

number and per cent of blanks on which one or more items in this list were checked is given for each type of institution. Relief institutions show the greatest proportion of replies to this question. The seven items most frequently

included in examinations in the total group of institutions from the most to the least frequent are: throat; teeth; heart; lungs; skin; weight and height. Vaginal smears are included because they are listed in *Standards of Care in Day Nurseries*. Only 27.3 per cent of the institutions report this item.

DENTAL EXAMINATIONS

Table 40 reveals that the question on the frequency of dental examinations was replied to ambiguously or omitted in many reports. Nursery school-kindergartens and kindergartens omitted this information most frequently, day nurs-

TABLE 40
FREQUENCY OF DENTAL EXAMINATIONS

Type of inst.	Number	Once a week	Once a month	Every two or three months	Two or three times a year	Once a year	Indefinite	Reply omitted
		Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent
D N	154	9.1	14.3	5.2	15.6	6.5	20.8	28.6
R N S . . .	15	6.7	6.7	20.0	20.0	6.7	20.0	20.0
N S	54	1.8	1.8	1.8	20.4	11.1	35.2	27.8
N S-K . . .	34	0.0	5.9	5.9	8.8	11.8	17.6	50.0
K	38	0.0	5.3	0.0	13.2	7.9	23.7	50.0
All	295	5.4	9.5	4.7	15.6	8.1	23.4	33.2

eries, relief nursery schools, and nursery schools less frequently. Indefinite replies are more frequent among the nursery school returns and less frequent in those of the other groups. Although the replies are difficult to interpret it seems reasonable to say that over one-half of all institutions make no provision for regular dental examinations. Some institutions report that the responsibility is left with the parents of the individual children. However, such examinations, if given at all, usually are given two or three times a year.

Our figures show also that institutions of the relief type are making some effort to provide dental care, since examinations are more frequently and commonly given in these institutions than they are in those of the other types. Practice in this respect, however, seems to vary widely, from

examinations once a week to examinations once a year. Usually dental examinations are from one to six months apart. Only two-fifths of the institutions meet the standard of dental examinations once a year or oftener, which is given in *Standards of Care in Day Nurseries*.

WEIGHING AND MEASURING

Tables 41 and 42 present the data on frequency of weighing and measuring of children. Weighing of children is more common and more frequent than measuring. Weigh-

TABLE 41

FREQUENCY OF WEIGHING

Type of inst	Number	Once a week	Every two weeks	Once a month	Three or four times a year	One or two times a year	Never	Irregular
		<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>
D N.....	215	8.8	6.5	53.5	6.1	4.7	0.5	20.0
R N S.....	24	20.8	25.0	37.5	0.0	4.2	0.0	12.5
N S.....	75	17.3	4.0	36.0	6.7	4.0	4.0	28.0
N S-K.....	40	5.0	5.0	35.0	2.5	17.5	5.0	30.0
K.....	65	4.6	1.5	23.1	3.1	9.2	1.5	56.9
All.....	419	10.0	6.2	43.0	5.0	6.4	1.7	27.7
Infants in D N....	89	44.9	9.0	29.2	0.0	3.4	0.0	13.5

TABLE 42

FREQUENCY OF MEASURING

Type of inst.	Number	Every week or two weeks	Every month or two months	Three or four times a year	Once or twice a year	Never	Omit or irregular
		<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>
D N.....	215	7.4	34.9	12.6	14.9	0.5	29.8
R N S.....	24	8.3	45.8	8.3	20.8	0.0	16.7
N S.....	75	8.0	41.3	10.7	8.0	2.7	29.3
N S-K.....	40	5.0	32.5	2.5	25.0	5.0	30.0
K.....	65	0.0	18.5	1.5	16.9	3.1	60.0
All.....	419	6.2	33.9	9.3	15.3	1.7	33.7
Infants in DN	89	16.9	32.6	6.7	9.0	4.5	30.3

ing and measuring is an accepted practice in the various types of institutions in the following order: relief nursery schools; day nurseries; nursery schools; nursery school-kindergartens, and kindergartens. The modal intervals between

measurements are one or two months. Two-thirds of all institutions report that children are measured regularly once a year or oftener. The modal figures for weighings are found at once a month. While there is wide variation in the frequency of weighing and measuring the procedure seems to be fairly common in all types of institutions except the kindergartens. The bottom row of figures in Tables 41 and 42 give the frequency of weighing and measuring in the 89 day nurseries which reported on provision for infants under one year. Infants are weighed as often as weekly in 44.9 per cent of these institutions. They are measured as often as every two weeks in 16.9 per cent and once every month or two months in an additional 32.6 per cent. Four and five-tenths per cent reported that infants are never weighed and 30.3 per cent omitted the item or gave an indefinite reply.

VACCINATION, IMMUNIZATION, AND INOCULATION

The per cent of the children in each institution vaccinated for smallpox, immunized for diphtheria, and inoculated for typhoid were asked for. A large number omitted replies to these questions. Although the omissions probably indicate that children are not vaccinated or immunized, they have been separated, in the tabulation, from those institutions which reported "none." Table 43 presents the data on

TABLE 43
PER CENT OF CHILDREN VACCINATED AGAINST SMALLPOX

Type of inst.	Number	90-100% of Chr.	70-89% of Chr.	50-69% of Chr.	30-49% of Chr.	1-29% of Chr.	None	Reply omitted
D N	215	56 3%	7 9%	7 9%	0 9%	1 9%	3 3%	21.9%
R N S . . .	24	41 7%	12 5%	4 2%	4 2%	8 3%	4 2%	25.0%
N S	75	41 3%	6 7%	4 0%	2 7%	6 7%	2 7%	36.0%
N S-K	40	45 0%	10 0%	0 0%	0 0%	2 5%	0 0%	42.5%
K	65	29 2%	6 2%	6.2%	0 0%	7.7%	1 5%	49.2%
All.	419	47 5%	7 9%	6 0%	1 2%	4.1%	2.6%	30.8%

smallpox vaccination. Twenty-five per cent of the day nurseries, 30 per cent of the relief nursery schools, 40 per cent of the nursery schools, 42.5 per cent of the nursery school-kindergartens, and 50 per cent of the kindergartens either omitted to reply or stated specifically that none of the children had been vaccinated previous to the time that the ques-

tionnaire was returned. Vaccination of 90 to 100 per cent of the children was reported by 50 per cent of institutions of all types except the kindergarten, of which only 29 per cent reported practically complete vaccination.

A smaller number of institutions report over 90 per cent of their children immunized for diphtheria. There is an order of frequencies from type to type similar to that obtained for vaccination. The data are presented in Table 44. The insti-

TABLE 44
PER CENT OF CHILDREN IMMUNIZED AGAINST DIPHTHERIA

Type of inst.	Number	90-100% of Chr.	70-89% of Chr.	50-69% of Chr.	30-49% of Chr.	1-29% of Chr.	None	Reply omitted
D N ...	215	47.0%	8.4%	8.4%	0.9%	5.6%	4.1%	25.6%
R N S ...	24	29.2%	12.5%	8.3%	8.3%	0.0%	8.3%	33.3%
N S ...	75	37.3%	4.0%	6.7%	2.7%	6.7%	2.7%	40.0%
N S-K ...	40	12.5%	12.5%	10.0%	0.0%	19.0%	2.5%	52.5%
K ...	65	15.4%	4.6%	4.6%	0.0%	7.7%	3.1%	64.6%
All	419	36.0%	7.7%	7.7%	1.4%	6.2%	3.8%	37.2%

tutions reporting 90 to 100 per cent of the children immunized for diphtheria are as follows: 47.0 per cent of the day nurseries; 37.3 per cent of the nursery schools; 29.2 per cent of the relief nursery schools; 12.5 per cent of the nursery school-kindergartens; and 15.4 per cent of the kindergartens—36.0 per cent of all institutions. Forty-one per cent reported "none" or omitted the reply.

Although a query on inoculation for typhoid was included on the final inquiry blank, the discussion of the findings in detail is omitted here, since very few institutions reported it. Of all institutions, 88.8 per cent either omit the item or state that no children are inoculated for typhoid and only 3.3 per cent report 90 per cent of the children so treated.

In connection with the data for vaccination against smallpox, immunization against diphtheria, and inoculation for typhoid the reader is referred to the section on requirements for admission, page 91. The proportion of institutions of each type making such measures a definite requirement for admission is shown there. In general only a slightly higher proportion of institutions report 90 to 100 per cent protection after admission than report these measures as entrance requirements. This would indicate the practical advisability of setting

up the measures as admission requirements if protection is to be effectively given. A summary of the findings on medical supervision is presented in Table 45 and in Figure XII.

TABLE 45
SUMMARY OF MEDICAL SUPERVISION

Type of institution	D N	R N S	N S	N S-K	K	All
Number.. . . .	215	24	75	40	65	419
	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>
Daily medical inspection	59.9	71.4	75.0	46.0	16.7	55.8
Complete physical examination	64.2	75.0	54.7	35.0	36.9	56.0
Once a year or oftener	50.7	60.0	37.0	32.4	26.4	43.3
Dental examination	56.3	41.7	41.3	45.0	29.2	47.5
Once a year or oftener	47.0	29.2	37.3	12.5	15.4	36.0
Over 90 per cent vaccinated against smallpox	68.8	83.3	57.3	45.0	29.2	59.2
Over 90 per cent immunized against diphtheria	54.9	62.4	60.0	44.0	20.0	49.4
Weighing monthly or oftener						
Measuring three times a year or oftener						

RECORD FORMS

In response to a request on the Initial Blank a variety of record forms were sent in. Categories for classification were set up after a large number of these had been examined. These categories were as follows: (1) medical examination blanks, (2) medical history blanks, (3) dental records, (4) records of elimination, (5) behavior and social ratings, (6) personality ratings, and (7) progress in adjustment, or any record setting down the child's accomplishment in the institution.

Table 46 shows the number of blanks in each category of medical and behavior records. Medical examination records

Table 46
MEDICAL AND BEHAVIOR RECORDS RECEIVED

Type of inst.	Number	Medical examination <i>Per cent</i>	Medical history <i>Per cent</i>	Dental record <i>Per cent</i>	Elimination record <i>Per cent</i>	Behavior and social rating <i>Per cent</i>	Personality rating <i>Per cent</i>	Progress in adjustment <i>Per cent</i>
D N	516	23.9	21.9	0.8	0.4	1.0	0.4	0.0
R N S	60	24.9	28.2	1.7	3.3	10.0	5.0	1.7
N S	169	18.9	14.2	1.2	13.0	14.8	4.7	2.4
N S-K	114	9.7	7.9	1.8	0.9	6.2	5.3	0.9
K	377	4.0	1.9	0.0	0.3	2.1	1.3	0.3
All	1,236	16.1	13.9	0.7	2.3	4.1	1.9	0.6

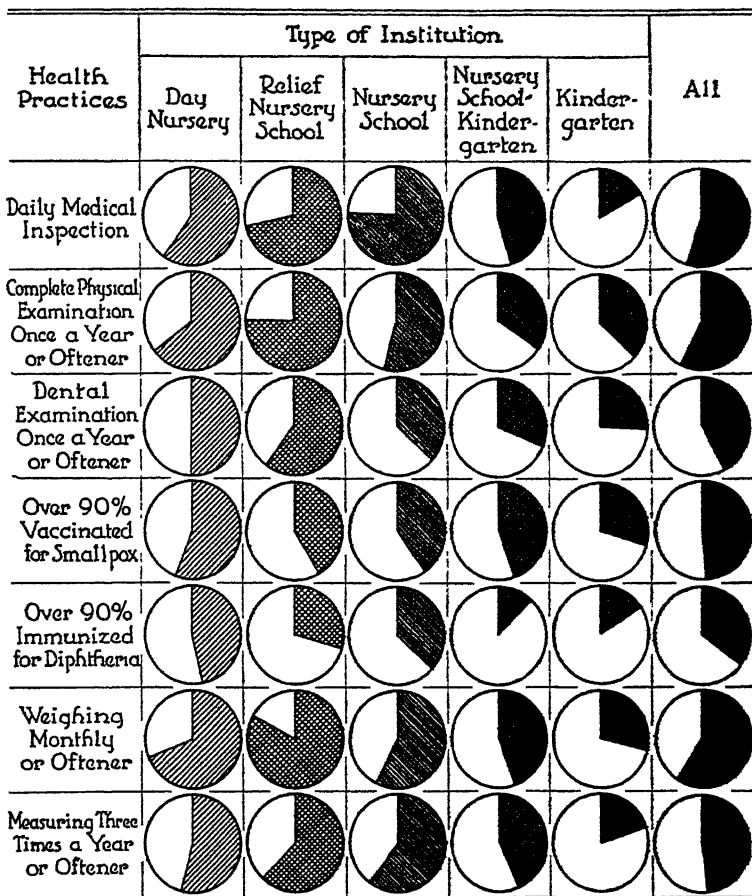


FIG. XII.

SUMMARY OF MEDICAL SUPERVISION.

were sent in by 16.1 per cent of all institutions. They were much more frequently sent in by relief nursery schools, day nurseries and nursery schools than they were by kindergartens and nursery school-kindergartens. Medical history record forms were slightly less commonly received from the total group of institutions, but the order of frequency among the types remains about the same. Dental records were al-

most never sent in. Elimination records were rarely found outside of the nursery schools.

Behavior records were infrequent. Behavior and social rating blanks were sent in by 14.8 per cent of the nursery schools; 10.0 per cent of the relief nursery schools; 6.2 per cent of the nursery school-kindergartens; 2.1 per cent of the kindergartens; and 1.0 per cent of the day nurseries. Personality and progress in adjustment ratings were even more rarely sent in.

On the Final Blank the questions about the medical histories previous to enrolment and later medical histories showed that a much larger number report keeping these blanks than sent them in. The discrepancy between the two results can be explained in two ways: (1) many failed to send in blanks which they used; (2) many institutions give the types of examinations about which the questions were asked but use no formal record blanks. It is likely that both explanations apply. The data on these two items are found in

TABLE 47
MEDICAL RECORDS REPORTED

Type of institution	D N	R N S	N S	N S-K	K	Total
Number of institutions	154	15	54	34	38	295
Medical history prior to enrolment (<i>Per cent</i>)	61.0	60 0	70.4	41.2	18 4	54.9
Later medical history kept (<i>Per cent</i>)	76.6	93 3	72.2	47.1	34 2	67.8

Table 47. A medical history is more commonly kept after admission than it is secured previous to enrolment.

APPARATUS AND SUPPLIES

A check list of common medical supplies and apparatus was included on the Final Blank. Iodine, gauze, cotton, and bandages, are found in over 90 per cent of all institutions; clinical thermometers, scales, alcohol, and zinc ointment, are found in 70 to 80 per cent; carron oil, calamine lotion, ephedrine, calipers, stadiometers, and ultraviolet ray lamps, are found in 10 to 50 per cent of all institutions. The items in the preceding list are arranged in order from most frequent

to least. Day nurseries and nursery schools are more completely supplied with medical equipment than are kindergartens.

DIET AND DIETARIES

Table 48 presents the data on the per cent of institutions administering cod liver oil and orange or tomato juice at least once a day.

TABLE 48

INSTITUTIONS GIVING COD LIVER OIL AND ORANGE OR TOMATO JUICE

Type	D N	R N S	N S	N S-K	K	Total
Number of institutions	154	15	54	34	38	295
Cod liver oil (<i>Per cent</i>)	60.4	66.7	50.0	26.4	2.6	47.5
Orange or tomato juice (<i>Per cent</i>)	55.9	60.0	66.7	35.3	18.4	50.8

Among nursery school-kindergartens, kindergartens, and nursery schools, orange or tomato juice shows higher frequencies, while among the relief institutions cod liver oil is more frequently given. Both are given more commonly by relief institutions and nursery schools than by nursery school-kindergartens and kindergartens.

Dietaries prepared by outside organizations are used by 33.8 per cent of the day nurseries, 33.3 per cent of the relief nursery schools, 10.7 per cent of nursery schools, and 0.0 per cent of the nursery school-kindergartens, and 3.0 per cent of the kindergartens.

Although many institutions sent in menus, no practical method of analyzing or classifying them was devised. They merely give the names of the foods given without any clue as to quantity or relative proportions. Hence it was necessary to abandon any attempt to classify or report upon them.

SUMMARY

Daily medical inspection is provided in over one-half of the institutions. It is most commonly provided in the nursery schools. In one-half of all the institutions they are made by nurses, in one-third by teachers, and in the remainder by physicians.

Complete medical examinations are given once a year or oftener in over half of the institutions. They are most frequently provided in day nurseries and least frequently in kindergartens. Throat, teeth, heart, lungs, and skin, are the items most frequently included in examinations.

One-fourth of the institutions gave indefinite information and one-third omitted the information about the frequency of dental examinations. The most frequent interval between examinations is four to six months.

Weighing of children is slightly more frequent and perhaps slightly more common in these institutions than is measuring. Infants are more frequently weighed and measured than are older children.

One-half of the institutions reported that 90 to 100 per cent of the children are vaccinated against smallpox, and one-third reported that 90 to 100 per cent of the children are immunized against diphtheria.

Medical histories previous to enrolment are kept by slightly over half the institutions and later medical histories by slightly over two-thirds. Medical records were sent in by a smaller group of institutions. Behavior and personality ratings were sent in by very few institutions, and were mostly from the nursery schools.

About one-half of the institutions serve cod liver oil and a slightly greater number, orange or tomato juice once a day or oftener. Dieteries prepared by an outside organization are used by one-third of the relief institutions.

EDUCATIONAL FACILITIES

The nursery schools surpass the day nurseries and the kindergartens in the variety of play apparatus and play materials available. Within each type of institution a greater variety of play apparatus and material is found in the larger institutions than in the smaller. Lists showing the kinds of apparatus and materials in the various types of institutions are presented. Pianos and phonographs are found in almost all institutions.

THE modern approach to the education and training of the young child is characterized by an increasing recognition of the importance of play for his development. From infancy on a child makes a variety of contacts with his environment, and develops his sensory and motor responses through play. The curious, manipulative, seemingly random activities of a two-year-old play a definite part in the development of his motor skills and adjustments although his desire to get into everything may be a source of considerable annoyance to his mother. In the evolution of nursery school and kindergarten technique, play increasingly is coming to be regarded, not as the aimless expenditure of energy, but as a tendency which, through the provision of appropriate materials and opportunities, can be directed into valuable and worthwhile channels. Hence the nature and extent of the play materials provided in institutions for young children offer a real test of their educational program and of their provision for the mental health of the child. Therefore, this study included a number of detailed questions in its inquiries on play equipment and materials. Of course it is obvious that even the best equipment in the world is not of much value unless it is used, and it is likewise obvious that the effective guidance, no matter how indirect, of young children at their

play, requires considerable training and experience. This chapter, which deals with the equipment available in the institutions studied, must therefore be considered in relation to the sections that deal with the qualifications of the personnel and the educational programs of the institutions.

PLAY APPARATUS

By play apparatus is meant the larger pieces of play equipment, most of which can be looked upon as fairly permanent. By play materials is meant the smaller types of play equipment some of which can be looked upon as permanent and others as temporary in nature. The classification adopted will be clear upon looking at Table 49, page 113, which lists the play apparatus and at Table 51, which lists the play materials. In making the comparisons found in these tables it was necessary to distinguish between small, medium-sized and large institutions, since the larger the institution the more likely it would be to have a greater variety of equipment. The information was obtained from the Final Blanks. Since relatively few blanks were received from the relief nursery schools and the nursery school-kindergartens, and since these did not differ markedly from those of the other institutions of similar type, the data on these are not presented.

Table 49 presents the data on the per cent of institutions by size and type reporting the presence of each kind of play apparatus. The articles are arranged in the order of their frequency in the total group. The five most common types of apparatus are sandboxes, blackboards, slides, swings and teeter-totters.

Sandboxes, it will be noted, are the most frequent form of apparatus listed. They are found in all nursery schools, in 67 to 87 per cent of the day nurseries, and in 89 to 100 per cent of the kindergartens. Blackboards, next in order of total frequency, are most common in kindergartens, 89 to 100 per cent; then in nursery schools, 78 to 85 per cent; and least in day nurseries, 56 to 80 per cent. One wonders at the infrequency of packing boxes in the day nurseries and kindergartens for they are readily obtained and lend themselves to

TABLE 49
PLAY APPARATUS

Type of inst. . . .	D N			N S		K		75		All
Number reporting	154			54		38		75		246
Number of children	0	25	75	0	25	0	25	75	+	
	to	to	+	to	to	to	to	to	+	
	24	74		24	74	24	74			
	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent
Sandboxes	67	87	80	100	100	89	92	100		87.4
Blackboards . . .	56	80	77	78	85	89	92	100		79.7
Slides	44	79	74	83	100	22	67	80		74.4
Swings	39	77	67	88	77	22	67	69		71.1
"Teeter-totters"	50	51	51	76	69	22	50	80		55.3
Tool benches . .	33	32	38	66	85	44	50	80		43.1
Packing boxes . .	33	33	26	83	85	33	33	60		43.1
Hobby horses . .	22	49	36	59	23	0	29	40		39.4
Walking boards .	33	15	18	88	92	11	37	20		35.4
Jungle gyms . . .	17	34	28	68	62	11	13	40		34.6
Ladders	6	24	23	71	62	22	21	20		31.7
Turning bars . . .	17	26	13	37	39	0	25	20		24.4
Trapezes	28	19	23	42	15	11	21	40		24.4
Flying rings . . .	11	20	20	34	15	22	12	40		21.1
Wading pools . . .	11	19	20	15	39	11	8	0		17.1
Parallel bars . .	11	16	10	24	8	22	21	20		16.7
Climbing ropes . .	0	12	8	17	15	22	25	40		14.6
Climbing houses .	6	7	8	39	31	11	4	20		13.8
Rocking boats . . .	17	9	8	7	15	11	17	0		10.2
Giant strides	0	14	10	2	0	0	8	0		4.5

a variety of uses. Wading pools, parallel bars, climbing ropes, climbing houses, rocking boats, and giant strides, are least common in the total group of institutions. In general any particular type of apparatus is most likely to be found in the nursery schools, less likely to be found in the kindergartens, and least likely to be found in the day nurseries.

Another approach was made to the question of play apparatus by counting the number of items in the list of twenty checked by each institution and then obtaining the mean for each type and size of institution. The results are presented in Table 50. The larger the institution, the more different

TABLE 50
MEAN CLASSES OF PLAY APPARATUS ^a

Type of institution	Number reporting	NO. OF CHILDREN			All
		0-24	25-75	75 +	
D N	154	4.6	6.9	6.9	6.8
R N S	14	9.9	8.0	....	8.9
N S	54	10.5	10.2	....	10.4
N S-K	33	11.3	10.9	11.3	11.1
K	38	5.0	6.9	7.8	6.6

^a Maximum possible classes, 20.

classes of play apparatus there are available. Nursery schools on the average have a much greater variety of play apparatus than either the day nurseries or the kindergartens.

PLAY MATERIALS

Table 51 presents the results of the inquiry on play materials with the items arranged in order of the frequency in the total group. The ten most frequent types of materials

TABLE 51

PLAY MATERIALS

Type of institution	D N			N S		K			All
Number reporting	154			54		38			246
Number of children	0 to 24	25 to 74	75 +	0 to 24	25 to 74	0 to 24	25 to 74	75 +	
	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent
Balls	89	100	97	100	100	100	100	100	98.8
Blocks	94	97	100	100	100	100	100	100	98.4
Dolls	89	100	97	100	100	78	96	100	97.6
Crayons	89	93	95	100	92	89	96	100	94.4
Scissors (blunt)	78	93	87	98	100	100	100	100	93.1
Paper books	89	92	94	98	100	89	87	100	93.1
Paper	72	91	90	100	100	100	100	100	92.7
Pictures	78	90	92	93	100	100	100	100	91.9
Paste	67	89	90	93	92	100	100	100	89.8
Doll furniture	78	91	92	90	92	44	100	100	89.4
Cloth books	83	88	90	98	100	67	83	100	89.0
Doll dishes	83	83	95	93	85	56	92	100	87.0
Toy animals	83	83	87	93	85	78	87	100	86.2
Beads	72	80	85	88	100	78	92	100	84.2
Brooms	61	77	79	93	92	67	79	100	80.1
Picture puzzles	78	82	87	68	69	67	79	100	79.3
Clay	50	73	79	85	100	89	92	100	78.4
Sand	56	73	72	98	92	89	83	80	78.4
Doll buggies	72	78	87	83	69	33	54	40	74.8
Wagons	67	75	61	98	100	56	50	100	74.8
Kiddie cars	78	83	79	88	77	22	17	60	73.6
Peg boards	44	67	61	95	100	67	75	80	72.0
Sewing materials	78	80	92	34	8	89	83	100	71.6
Paints	50	70	64	66	85	89	87	100	70.7
Boards	61	54	64	98	100	44	75	100	68.3
Bean bags	67	75	69	49	38	67	71	100	67.1
Hammers	44	48	56	81	100	78	71	100	61.8
Gold fish	28	54	46	78	85	67	75	80	59.8
Plasticine	50	48	49	76	61	78	75	100	58.6
Trucks	72	55	51	85	69	22	33	60	58.1
Garden tools	39	49	36	85	77	67	67	80	56.9
Nails	33	43	44	83	100	56	71	100	56.5
Lumber	39	38	41	83	85	56	71	100	53.7
Automobiles	50	60	51	71	61	11	25	20	53.7
Saws	44	42	49	63	85	44	67	100	52.8
Velocipedes	39	55	51	76	69	11	21	20	52.0
Scooters	56	45	54	49	38	22	12	100	43.1
Live birds	22	41	36	37	54	11	29	20	36.2
Sleds	28	38	31	39	54	0	8	60	33.3
Live animals	11	15	10	44	69	33	37	80	26.0

available in the institutions as a whole are balls, blocks, dolls, crayons, scissors, paper books, paper, pictures, paste and doll furniture. The ten least frequent types of materials are garden tools, nails, lumber, automobiles, saws, velocipedes, scooters, live birds, sleds, and live animals. It will be noted that the list of the infrequent items contains some materials which are seasonal in character, or are more common in some localities than in others, or are more common in large or small communities.

Although particular items maintain about the same relative position in the different classes of institutions, there are interesting variations. Doll buggies, kiddie cars and other wheeled toys, which are frequent in day nurseries and nursery schools, are infrequent in kindergartens probably because of the age of the children. Sewing materials which are frequent in day nurseries and kindergartens are infrequent in nursery schools. Hammers, saws, lumber, nails, have a high frequency in kindergartens and nursery schools but only a moderate frequency in day nurseries. Live animals are only infrequently found in day nurseries but are moderately frequent in nursery schools and kindergartens.

The analysis of play materials on the basis of the mean number of items checked out of the list of 40 is presented in Table 52. The results are similar to those obtained for play

TABLE 52
MEAN CLASSES OF PLAY MATERIAL ^a

Type of institution	Number reporting	NO. OF CHILDREN			All
		0-24	25-74	75 +	
D N	154	24.7	28.1	28.3	27.8
R N S	14	32.9	31.6	....	32.2
N S	54	33.2	32.7	..	33.1
N S-K	32	34.6	32.6	31.6	33.0
K	38	24.3	28.5	33.5	28.4

^a Maximum possible classes, 40.

apparatus. The larger institutions tend to have a greater variety of materials, and the nursery schools surpass the day nurseries and kindergartens in the variety of materials. But the differences are not quite so striking as in the case of the play apparatus and would indicate a somewhat greater simi-

larity among institutions in the smaller types of equipment than in the larger.

The investigator's observations agree with the findings from the questionnaires. He reported that day nursery playgrounds are small and lack apparatus and consequently provide little play opportunity for the children. Nursery schools have more apparatus and larger playgrounds. He emphasized the fact that good apparatus can quite easily be built with simple tools. Suggestions may be found in current practices or in some of the publications on nursery procedure.¹

PIANOS AND PHONOGRAPHS

Because of the importance of the piano and the phonograph as equipment, a special question as to their presence was asked on the final inquiry. The results are presented in Table 53.

TABLE 53
PIANOS AND PHONOGRAPHS

	TYPE OF INSTITUTION			NO. OF CHILDREN			
	D N	N S	K	0-24	25-74	75 +	All
Number reporting .	154	54	38	67	134	45	246
Piano	84.4	87.0	100.0	83.6	88.8	88.9	87.4
Phonograph..	84.4	81.5	84.2	79.2	83.6	91.1	83.7

Pianos are found in 87.4 per cent of the institutions and phonographs in 83.7. They are found with equal frequency in day nurseries, nursery schools, and kindergartens with only a slight tendency for them to be more frequent in larger institutions than in smaller.

SHELVING SPACE AVAILABLE TO CHILDREN

Since nursery school authorities¹ recommend cupboard and shelf space to which children have access as part of the education plan for training in self-help, a question as to the space available was included.

¹Foster and Mattson, *Nursery School Procedure*. See Bibliography.

EDUCATIONAL FACILITIES

In Table 54 the data are presented. Nursery schools an average of 42.9 square feet of shelving, kindergartens 40.0 square feet, and day nurseries 37.2 square feet. For

TABLE 54

MEAN SQUARE FEET OF SHELVING SPACE ACCESSIBLE TO CHILDREN

Type	0-24			NO. OF CHILDREN			75+			TOTALS	
	No. rep.	Per inst.	Per child	No. rep.	Per inst.	Per child	No. rep.	Per inst.	Per child	No. rep.	Per inst.
D N.	24	21 7	1 2	73	36 4	0.8	26	53 6	0 5	123	37 2
N S.	47	37 0	2 5	10	70 5	2.1	..	..	..	57	42 9
K	20	33.0	2 3	22	46 4	1.0	..	....	...	42	40.0

child, nursery schools have 2.3 square feet; kindergartens square feet; and day nurseries, 0.7 square foot. Kindergartens have on the average twice as much, and nursery schools three times as much shelving space to each child as do the nurseries.

SUMMARY

In summary it may be helpful to present a list combining both apparatus and materials and indicating the kind of equipment which may be expected in over 75 per cent of institutions within each class. The lists follow:

Day Nurseries. Sandboxes, blackboards, balls, blocks, dolls, crayons, scissors, paper books, paper, pictures, doll furniture, paste, cloth books, doll dishes, toy animals, brooms, picture puzzles, doll buggies, kiddie cars, sewing materials.

Nursery Schools. Sandboxes, blackboards, slides, sewing tool benches, packing boxes, walking boards, balls, blocks, dolls, crayons, scissors, paper books, paper, pictures, doll furniture, paste, cloth books, doll dishes, toy animals, brooms, clay, sand, doll buggies, wagons, kiddie cars, boards, boards, hammers, goldfish, trucks, garden tools, nails, lumber.

Kindergartens. Sandboxes, blackboards, balls, blocks, dolls, crayons, scissors, paper books, paper, pictures, furniture, paste, cloth books, doll dishes, toy animals, brooms, picture puzzles, clay, sand, peg boards, sewing materials, paints, bean bags, hammers, plasticine.

Out of a list of 40 classes of play materials and 20 classes of play apparatus the mean number of classes reported was as follows: nursery schools, play materials 33.1, play apparatus 10.4; day nurseries, play materials 27.8, play apparatus 6.8; kindergartens, play materials 28.4, play apparatus 6.6.

Pianos are found in 87.4 per cent of the institutions and phonographs in 83.7 per cent. The constancy of the frequencies for institutions of all sizes and types indicates that they are almost universal pieces of equipment.

Nursery schools have a larger amount of shelving space available to the children than do the kindergartens, which in turn exceed the day nurseries.

EDUCATIONAL PROGRAM

The results of a check list of activities often included in programs and an analysis of daily schedules sent in by institutions show characteristic differences between institutions. Both regular and incidental instruction are used in teaching the children about eating habits, personal cleanliness, and safety practices and the reasons for such health practices are given to the children. Almost all institutions try to teach the children self-help in putting on garments and in serving food.

THE educational program of institutions for young children may be looked upon as the capstone of our study, in that buildings, equipment and personnel, are valuable only through use. However, analysis of these programs presents great difficulties.

The philosophy of early education is still in a formative stage. The scientific approach to the study of techniques for the education of the young child is so new that we are still largely in the field of experimentation. This statement is not meant critically. Many interesting and striking experiments are being conducted, much basic research on the development of the young child is under way, and significant results are being obtained. But the elaboration and organization of the data now being gathered will require some years for criticism and analysis.

There is no common curriculum composed of elements such as arithmetic, geography or health, that can be submitted to detailed study and analysis. The education of young children is informal rather than formal. It depends to a large degree upon the character of the contacts between teacher and child and among the children themselves rather than upon the transmission of specific content.

The accomplishment and progress of a preschool child cannot be measured by tests like those in use for older children. The development of standardized testing must wait upon the development of appropriate techniques for measuring progress at this early level.

Two sources of information on the questions of educational program and policy are used here: first, data as to daily activities and schedules which were obtained from replies to the inquiry blanks; second, direct observations were made by the investigator on his visit to a number of institutions. Because of the difficulty of securing material on the educational program through the medium of a questionnaire, he made special efforts to obtain data. But a short personal visit is an inadequate method of evaluating a program. Therefore the material, inadequate though it be, is presented with the hope that it may stimulate others to make more searching inquiries. Naturally, in the consideration of this, account must be taken of the data presented in the earlier sections of this report, particularly those on playgrounds, play equipment, and play materials.

GENERAL ACTIVITIES

A check list of typical activities was included in the initial blank sent to all institutions. Items on serving food and provision for naps were included, not as a check on facilities, but because some authorities feel that training in eating and sleeping should be a part of an educational program for young children. The categories given were broad and could not be defined adequately, nevertheless some interesting results appear.

Table 55 summarizes the replies. That the activities chosen for listing are typical of preschool institutions is indicated by the large percentage checked as appearing on the programs of nearly all the institutions. The day nursery emphasizes sleeping, eating, outside play, and training in routine habits. It places less emphasis, than other types of institutions, upon training in social attitudes, the language

TABLE 55
ACTIVITIES IN PROGRAMS

Type of Inst.	Number	Serving food Per cent	Provision for naps Per cent	Facilities for outside play Per cent	Training in routine habits Per cent	Social attitudes Per cent	Language period Per cent	Music and rhythms Per cent	Trips outside nursery Per cent	Modification of home activities Per cent
D N . . .	516	95.2	97.3	93.8	94.2	67.2	64.9	62.0	63.6	61.8
R N S . .	60	83.3	81.6	93.3	93.3	91.6	90.0	95.0	81.6	76.6
N S . . .	169	73.1	45.1	94.3	91.3	93.7	89.5	95.4	62.2	78.2
N S-K . .	114	77.2	47.4	94.7	90.4	94.7	94.7	97.4	76.3	83.3
K . . .	377	44.8	26.3	74.3	71.6	83.8	88.6	93.1	68.2	59.7

period, music and rhythms, trips outside the nursery, and cooperation with the home in modifying the child's activities there. The relief nursery school gives approximately equal emphasis to all the activities listed. The nursery school stresses outside play, training in routine habits, social attitudes, the language period, and music, but places less emphasis upon trips outside the nursery and the modification of home activities. The nursery school-kindergartens parallel the nursery schools in these respects. In the kindergarten less emphasis is put on outside play, and on training in routine habits, and more upon training in social attitudes, language, and music and rhythms.

Analysis of Schedules

Further data for the study of the educational program of institutions for young children were obtained as a result of requests included in both the Initial and Final Blanks for daily schedules. As a result 338 schedules of varying degrees of completeness and detail are available for analysis. The distribution is shown in Table 56. The greatest number of daily

TABLE 56
INSTITUTIONS FURNISHING DAILY SCHEDULES

Type of institution	D N	R N S	N S	N S-K	K
Number	516	60	169	114	377
No. daily schedules returned . .	145	28	68	32	65
Per cent daily schedules	28.1	46.6	40.2	28.2	17.3

schedules, proportionately, was received from the relief nursery schools and the nursery schools. Smaller proportions were received from the day nurseries, nursery school-kindergartens, and kindergartens.

In order to analyze these schedules¹ a check list of educational activities was compiled from the schedules themselves. Although the terms in these schedules were often ill-defined or ambiguous they were retained in the check list as it seemed that the information would be most useful in the language of the schedules themselves.

Before discussing the results a few comments may be made on the terms used in the check list. If an institution reported that children play outdoors when the weather is favorable an entry was made under both indoor and outdoor play. If the schedule used only the single word "play" without discriminating between directed and free play the reply was classified under the item "play—unspecified." Often the period at the end of the nursery day, while the children are waiting to be taken home, is taken up by this "play." If "free play" "directed or supervised play," "outdoor play" or "quiet play" occurred on the schedules, they were tabulated in the appropriate places. "Formal physical exercise" includes calisthenics or gymnastics. "Informal physical exercise" includes play activities which require exercise of the large muscles, with the emphasis clearly on the motor side. "Motion songs and rhythms" includes marching and other activities to which the technical term of *rhythms* is usually applied. "Music" includes music appreciation or listening to music, and all the musical activity of the children except singing, which was entered under songs. "Hand-work" includes work with clay, paper, paste, and so forth. The words "circle" and "gifts" and "Montessori materials," used in the technical sense appeared on a number of sched-

¹ Originally it was hoped that a time analysis of schedules might be made. But the schedules sent in did not as a rule lend themselves to this type of analysis. Examples of typical nursery school schedules are to be found in: National Society for the Study of Education, *Twenty-eighth Yearbook*; Foster and Mattson, *Nursery School Procedure*; and Davis, *General Practice in Kindergarten Education in the United States*. See Bibliography.

ules and were so entered. "Conversation" indicates that the children take an active part, while "story-telling" indicates that they have a passive, listening rôle in the speech activity. "Prayers, devotions" indicates that a special period is set aside for devotional exercises. "Brushing teeth" has been taken as a sample of activities connected with training in personal cleanliness because it is mentioned frequently on the schedules.

It is probable that the percentages are lower than they should be for most of the activities. Had the schedules been more complete, items now listed under general terms would undoubtedly have been broken down into several more detailed items. But inadequate though the material is, the table

TABLE 57

ANALYSIS OF DAILY SCHEDULES. BY TYPE OF INSTITUTION

Type of institution	D N	R N	N S	N S-K	K
Number reporting	145	28	68	32	65
	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>
Free play	42.8	64.3	72.1	59.4	44.6
Directed play	24.2	7.1	11.8	12.5	20.0
Outdoor play	60.0	67.9	83.8	71.9	49.2
Indoor play	29.7	50.0	51.5	25.0	16.9
Play, unspecified	55.9	42.9	45.6	56.3	52.3
Quiet play	6.9	14.3	13.2	0.0	6.2
Formal physical exercise	4.1	0.0	0.0	0.0	1.5
Informal physical exercise	5.5	14.3	19.1	15.6	10.8
Games, unspecified	25.5	21.4	11.8	37.5	47.7
Motion songs, rhythms	20.7	50.0	42.7	75.0	69.2
Songs	27.6	46.4	36.8	50.0	64.6
Music	15.9	50.0	60.3	53.2	52.3
Handwork	38.6	46.4	55.9	65.6	81.5
Circle	4.8	7.1	13.2	6.2	15.4
Gifts	1.4	3.6	2.9	0.0	0.0
Montessori materials	0.7	3.6	1.5	6.2	4.6
Pictures-Books	6.2	35.7	36.8	12.5	9.2
Expression and dramatics	4.8	7.1	10.3	18.8	38.5
Story-telling	42.8	64.3	79.4	75.0	76.9
Conversation	9.7	25.0	25.0	31.3	56.9
Nature study	1.4	7.1	2.9	9.4	12.3
Prayers, devotions	10.4	3.6	4.4	6.2	15.4
Trips and walks	11.0	7.1	19.1	28.1	16.9
Putting away equipment	17.2	3.6	5.9	18.8	21.5
Helping serve	10.4	17.9	32.4	25.0	10.8
Brushing teeth	32.4	25.0	13.2	9.4	3.1

gives a picture of the items which the workers in the various institutions feel it is necessary to list in their schedules and gives the best summary available of the activities of institutions for young children. The National Committee on Nursery Schools recommends that a nursery school program should include: spontaneous motor play; handwork; storytelling; rhythms; songs; training in routine habits; putting away equipment; trips and outdoor play.

The proportion of institutions by type reporting each kind of activity on the schedules is shown in Table 57. In reading this table the entry under free play, for instance, is reported in 42.8 per cent of the 145 blanks received from day nurseries, in 64.3 per cent of the 28 blanks received from relief nursery schools and so forth. The data on a selected group of items are presented graphically in Figure XIII.

The various varieties of play occur with a high frequency in the schedules of all types of institutions. It is interesting to note that "free play" occurs much more often than does "directed play." "Free play" is not, however, absolutely unsupervised play, rather is it play that is not formal or teacher initiated. The term "free play" as used in the literature dealing with the education of young children has come to mean a play period in which the activities are initiated by the children themselves. The meaning of the term "quiet play" is not clear from the schedules. Although in some institutions it may be identical with handwork, it is placed in a separate category.

Very few institutions report formal physical exercises and a somewhat larger number report informal physical exercises. It is quite possible that this reveals a tendency which is in line with modern practice. Although we have no data on the frequency of formal physical exercises a generation ago, they were probably more frequent then than they are now. Much the same comment may be made upon "gifts," "circle" and "Montessori materials," which probably in their day would have shown a much higher frequency than they do now. Nevertheless, in spite of the movement toward a

more informal program, it must be admitted that each of these older modes of approach has contributed to modern practice.

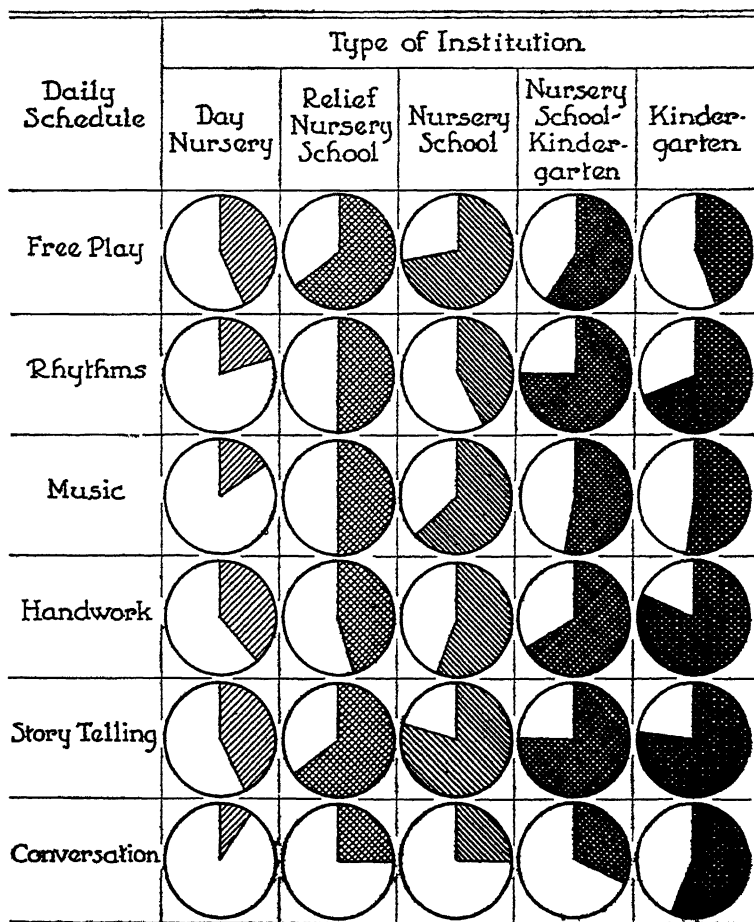


FIG. XIII.

SELECTED ACTIVITIES FROM DAILY SCHEDULE.

We may compare the various types of institutions with respect to the emphasis their schedules place upon the different activities by listing those activities which occur in more

than 20 per cent of each of the types of institutions. The lists which result, follow:

Day Nursery: free play, directed play, outdoor play, indoor play, games, rhythms, songs, handwork, story-telling, and brushing teeth.

Relief Nursery School: free play, outdoor play, indoor play, games, rhythms, songs, music, handwork, picture-books, story-telling, conversation, brushing teeth.

Nursery School: free play, outdoor play, indoor play, rhythms, songs, music, handwork, picture-books, story-telling, conversation, and helping serve.

Nursery school-kindergarten: free play, outdoor play, indoor play, games, rhythms, songs, music, handwork, story-telling, conversation, trips and walks, and helping serve.

Kindergartens: free play, directed play, outdoor play, games, rhythms, songs, music, handwork, expression and dramatics, story-telling, conversation, and putting away equipment.

Making the cross comparisons between the columns of Table 57 we find that the educational activities which are associated with institutions of the nursery school and kindergarten type; namely free play, rhythms, songs, music, handwork, picture-books, story-telling, conversation, appear much less frequently in the day nursery and relief institution schedules. Brushing teeth as part of the school schedule drops off as we move from the relief institutions to the educational institutions.

Table 58 presents data on day nurseries, which are all full day; full-day institutions exclusive of day nurseries; and half-day institutions. Institutions open six hours or longer are considered full day. In general the differences between the full-day and half-day institutions with respect to frequency of items reported on the schedules are slight and indicate that half-day institutions report activities as frequently in their schedules as the full-day institutions.

HEALTH EDUCATION

Data on the problem of health education were obtained from two sources: first, replies to our inquiry blanks, second, observation by the investigator.

The discussion of the data obtained by questionnaire follows. The question: "Is an attempt made to give the children reasons for health activities?" brought, in the total group of 419 final blanks, 63.7 per cent of "yes" answers, 34.1 per cent of omitted replies, and 2.2 per cent of "no" answers.

TABLE 58
ANALYSIS OF DAILY SCHEDULES BY LENGTH
OF DAILY SESSION

Type of institution.....	D N	Full-day exclusive of D N	Half-day	All
Number reporting	145	77	116	338
	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>
Free play	42.8	61 0	58.7	52.4
Directed play.....	24.2	13 0	14.7	18.3
Outdoor play.....	60.0	72 7	64.7	64.5
Indoor play	29.7	46.8	27 6	32.8
Play, unspecified.....	55.9	48.1	50 0	52.1
Quiet play.....	6.9	14.3	5.2	8.0
Formal physical exercise.....	4.1	0 0	0 9	2.1
Informal physical exercise.....	5.5	10 4	18.1	11 0
Games, unspecified.....	25.5	14.3	39 7	27 8
Motion songs, rhythms.....	20.7	48 1	64.7	42.0
Songs.....	27.6	36 4	58 7	40.2
Music.....	15.9	59.7	51 7	38.2
Handwork	38.6	48 1	75.9	52 4
Circle.....	4.8	5 2	16.4	8.9
Gifts.....	1.4	1.3	1.7	1.5
Montessori materials	0.7	0 0	6 0	2 4
Pictures, books	6.2	26 0	21.6	16 0
Expression and dramatics.....	4.8	15.6	24 1	21.3
Story-telling	42.8	68 8	80.2	61.5
Conversation.....	9.7	22.1	46.6	25.2
Nature study.....	1.4	6 5	8 6	5.0
Prayers, devotions.....	10.4	6.5	9 5	9.2
Trips and walks.....	11.0	13.0	21 6	15.1
Putting away equipment.....	17.2	7.8	16 4	14 8
Helping serve.....	10 4	23.4	20.7	16.9
Brushing teeth.....	32.4	20.8	4.3	20.1

Although the large number of omitted replies to this question is difficult to explain, it is apparent that the majority of institutions do attempt to give explanations to their children for health activities. The question on the blank, however, is not one to which a straightforward answer can easily be given. Immediately following this question was a list of six

activities;¹ "drinking milk," "eating vegetables," "brushing teeth," "personal cleanliness," "safety (care in crossing streets, and so forth)," "getting treatment for cuts and burns," and "passing things from one mouth to another (like horns, candy, and so forth)." One cannot be sure what "incidental instruction" means. It may mean one comment on the value of drinking milk to a child a year or much more. Table 59 presents data on the frequency of regular and incidental instruction in the total group of 419 replies.

TABLE 59

INCIDENTAL AND REGULAR INSTRUCTION IN HEALTH HABITS

	Drink- ing milk	Eating vege- tables	Brushing teeth	Personal cleanli- ness	Safety	Cuts, burns	Passing things
	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>
Reply							
Omitted.	13.8	17 9	22 9	11.9	14 3	20 0	11 7
Incidental.	40 1	40 3	34 1	34 4	42 7	54 9	45.1
Regular...	46.1	41 8	43 0	53 7	43 0	25 1	43.2

Institutions omitting a reply to this question probably give no instruction, or else health is not considered as a subject for instruction by the person who filled out the blank. If we omit these institutions from our count there seems to be a slight predominance of "regular" over "incidental" instruction in the total group, except in "treatment for cuts and burns" and "passing things from mouth to mouth." Regular instruction seems to be more frequent in the two cleanliness items, "brushing teeth" and "personal cleanliness." In the two eating items there seems to be very little difference between the numbers using the two methods of instruction.

There are, however, differences between the types of institutions. Regular instruction is more frequent than incidental in day nurseries in the following items: "drinking milk," "eating vegetables," "brushing teeth," and "personal cleanliness." In "safety and passing things from mouth to mouth" the two methods have about equal importance while

¹ Instructions were to put an "r" after the items in the list in which incidental instruction is given and an "i" after those items which are given as a part of a regular instructional program.

in "treatment for cuts and burns," incidental instruction is more frequent. In the relief nursery schools, regular instruction predominates over incidental in "drinking milk," "brushing teeth," and "personal cleanliness." In the other items incidental instruction is more common. In the nursery school, incidental instruction is more frequent in all items but "brushing teeth," where the two are about equal in importance. In the nursery school-kindergarten, regular instruction is more usual only in "personal cleanliness" and "passing things." In the kindergarten, regular instruction is more common in "personal cleanliness" and "safety." In "drinking milk" and "passing things" the numbers using the two methods are approximately equal.

From these data it is clear that there is great variation in the method used in giving health instruction. There is agreement that a child should acquire basic health habits, but whether an organized form of approach should be used remains a question.

The second approach to the problems of health education arose out of the visits of the investigator to the group of institutions selected as typical. He visited institutions of all five types and paid particular attention to problems of health education because of the difficulty of getting concrete information through questionnaires. He found three main approaches to health education as distinct from training in health habits. They are:

1. The use of the story or conversation period to interest the children in health activities and the reasons for them.
2. The use of songs and rhymes about health practices.
3. A direct explanation to the individual child of the reasons why certain things should be done and others not done, i.e., why one should cover his mouth and turn his head when about to sneeze.

One-half of the day nurseries and one-fourth of the nursery schools used none of these methods. Of those using the three methods just referred to, the day nurseries tended to favor the songs and rhymes and the nursery schools the use

of the story or conversation period and direct explanation as occasion arises. In general there was much skepticism as to the value of formal health instruction for children below the age of six.

SELF-HELP

Almost all institutions report that children are expected to put away playthings and clean up clay, paper or spilt sand, and are encouraged to help themselves by hanging up wraps, putting on wraps, buttoning clothes, and lacing shoes. In the total group, 78.4 per cent encourage children to help themselves in passing milk, and 87.6 per cent in carrying food at meals. Self-help in these items is most frequent in the nursery school, then in order of frequency in the kindergarten, the relief nursery school, the nursery school-kindergarten, and the day nursery. But the difference from type to type is slight.

SUMMARY

The most frequently reported items in the daily programs are: (1) day nurseries; serving food, provisions for naps, outside play, and training in routine habits; (2) relief nursery schools; outside play, training in routine habits, social attitudes, language period, music and rhythms; (3) nursery schools; outside play, training in routine habits; social attitudes, language period, music and rhythms; (4) nursery school-kindergartens; outside play, training in routine habits, social attitudes, language period, music and rhythms; (5) kindergarten; music and rhythms. Each of these items was reported by at least 90 per cent of the institutions in each of the respective types.

An analysis of the schedules shows the following items reported by over one-half of the institutions: day nurseries, play—unspecified; relief nursery schools, free play, outdoor play, indoor play, music, and story-telling; nursery school-kindergartens, free play, play—unspecified, motion songs and rhythms, songs, music, handwork, and story-telling; kindergartens, play—unspecified, music, story-telling and conversation.

Two-thirds of the institutions attempt to give children reasons for health practices. How to drink milk, brush teeth, and maintain personal cleanliness are more often taught by regular than by incidental instruction. What to do about cuts and burns is more often taught by incidental instruction. The two methods are about equally commonly used in teaching about eating vegetables, safety in crossing streets, and passing things from mouth to mouth.

Three methods of health education observed by the investigator are: teaching by the use of stories; teaching by the use of songs or rhymes; teaching by direct explanation.

Most institutions, with but little variation from type to type, encourage the children to help themselves in putting on wraps, lacing shoes, passing milk and so forth.

RECOMMENDATIONS¹

Since the training of the young child for health is a function that involves his entire handling, rather than merely the giving of formal instruction, no separation can be made between health education and general care and training. The outstanding problem of this period is the establishment of basic habits of physical care and of mental attitudes and adjustments toward objects and persons. Since the physical and mental health of later years is built on the foundations of the early years, the widest possible recognition should be accorded this important period.

Recognition first of all involves effective research in a number of scientific fields over a wide area, to establish standards of development and accomplishment, and to determine the possibilities and limitations of this developmental period. Such research should be concerned quite as much, if not more, with the typical or "normal" child as with the special groups of children suffering from disabilities or handicaps. Before a sound program can be laid out, the facts upon which it is to be based must be determined.

Secondly, recognition involves the organization of methods for bringing knowledge of the development of the child and of methods for his care and training to those who are directly responsible for him. In the preschool period these persons are not primarily those connected with institutions, nurses, teachers, or specialists, but are the parents of the children. No forward looking program for the education and training of the infant and young child can neglect this fundamental fact. Therefore, while use should be made of institu-

¹These are the complete recommendations adopted by the Committee on The Education and Training of the Infant and Preschool Child, including those covered by the material in this volume and in the second part of this Committee's report.

tional workers, nurses, teachers, and other specialists, the solution lies in a program directed primarily towards parents. On the one hand, this program should utilize the facilities now existing for preparing young people in advance to meet the responsibilities of parenthood. On the other hand, through the cooperation of governmental agencies, educational institutions, and welfare organizations, it should build up methods for the education of parents who are actually engaged in the care and training of children.

GENERAL

1. In institutions for young children, regardless of type, the problem of effective health supervision is of great importance. The bringing together of children in groups during the period in which there is greatest susceptibility to infection, increases the danger of contagion and puts a heavy responsibility on those in charge. Every institution established for the education and training of young children should have available, either directly on its staff or through cooperation with some other agency, a physician qualified in the medical care of children.

2. Through the medical service thus developed, provision should be made for inspecting the children at the beginning of the session each day, as well as for isolating or sending home children who are ill or show symptoms of becoming ill. Preferably this inspection should be given by a nurse under the supervision of a physician. It should never be considered a mere formality.

3. Through the activities of governmental agencies and through existing federations of institutions and other bodies, standards for institutions should be developed. The publications of the Children's Bureau of the United States Department of Labor, the Pennsylvania Department of Welfare and the work of the National Committee on Nursery Schools and the National Federation of Day Nurseries and various city federations are a first step in the development of such standards. In the present state of institutions for children the problem is largely one of the education of those responsible for the policy and program of each institution rather than one of regulation by legislation.

4. It is urged that all institutions undertaking work with young children give particular attention to the level of training of the persons who are to have responsibility for the children. Obviously the success of any program for education and training is dependent upon the training, the professional spirit, and the techniques which the personnel have acquired. At the present time, standards are fairly high in nursery schools and are rather low in day nurseries and institutions of the relief type. Any marked future development of the educational possibilities of the little institutions must come through intelligence, interest, and effective utilization of resources by the persons in direct contact with children. With the development of small private nursery schools and kindergartens, independent of educational organizations, a similar problem will arise in these institutions and must be faced by those most interested in the development of sound practice. While the day when public supervision of the qualifications for teachers in institutions undertaking education for young children will come it is unlikely at present that as much progress will be made by legislation as by the dissemination of information and the education of those responsible for the work.

5. Problems of legislation on minimum space requirements, sanitary equipment, and the care of children in emergencies are arising in communities where institutions for young children are appearing, especially in large centers of population. The importance of the problem is recognized and it is suggested that municipalities facing it familiarize themselves with the reports of the White House Conference on Child Health and Protection, of governmental agencies, and of the various federations, before undertaking any extensive program of legislation. The questions involved deserve much study since somewhat different problems arise when young children are brought together in groups, than when older children are brought together.

6. One of the most important problems is that of adequate fire protection both in the way of physical appliances and in the procedure to be followed by staff and children when an emergency arises. At present there is so much variation from institution to institution that no general conclusions

can be drawn. The more vigorously the need of fire protection and a procedure for meeting emergencies can be called to the attention of those administering institutions, the greater the modification of present procedure that is likely to result.

7. The improvement of the system of records which are kept of individual children, of medical examinations, of diets, and of all the other procedures is strongly recommended as one of the specific steps in the development of an adequate educational program in institutions of this sort. In general the better the record system of the institution, the more effectively can improvement in practice be undertaken.

SPECIFIC

Day Nurseries

The chief problems in the day nursery field which require attention in any consideration of the effective utilization of the institution for health education and training are: first, the heavy load of the teachers or matrons with respect both to the number of hours service a week and the number of children handled by the individual teacher or matron; and secondly, the inadequate equipment and play space. Apparently a number of day nurseries, becoming aware of the possibilities of an educational program, are modifying their own activities in the direction of the nursery school program. They are reducing the load on the staff, providing more equipment, and attempting to develop an educational policy. Any specific aid in the way of suggestion, advice or planning, and any other possible assistance that can be given the day nursery as means to this end should be encouraged. At present, the day nurseries as a group seem to be more aware than ever before of the problem and are in a healthy state of transition to a program more clearly defined in terms of the objectives of physical and mental health. The committee points to the development of the relief nursery school, revealed by its studies to be a rather distinct type of institution, as the most promising tendency in this field. Similar provisions indicating a higher level of practice is also being made for older children.

Nursery Schools

Inasmuch as the nursery school is a relatively new institution and exists in a variety of forms, any attempts to standardize it would be premature at the present time. The nursery school movement is not a fad but represents an effort to meet new social conditions characteristic of modern life. Among these are the employment of mothers, apartment house living, small families, and the relative isolation of individual children. Ventures in nursery school education should be encouraged and it is hoped that out of the social experimentation now going forward, there will arise a more adequate realization of the physical, mental and social needs of young children.

Kindergartens

It is probable that many of the private kindergartens exist because of a lack of adequate kindergarten facilities in public school systems. Only one-fourth of the children between five and six years of age in the United States are enrolled in kindergartens. The kindergarten has more than demonstrated its usefulness, considered from either the angle of the school or of its value to the individual child. Therefore, any public or private effort to make state and municipal organizations aware of the importance of the kindergarten and facilitate its development as a part of the public school system is heartily endorsed.

Children of Women in Correctional Institutions

The care and training of young children cannot be advantageously carried on in correctional institutions. If possible, children should be removed from such institutions prior to the age of eighteen months. If this is not possible, a specific program for their care should be developed under competent and trained personnel.

Children in Public and Semi-public Places

A wider recognition of the importance of making special provisions for young children in institutions and organiza-

tions of a public and semi-public nature is urged. Sand boxes, climbing apparatus, swings and other devices of type and size adapted to young children should be found in public playgrounds. In other recreation places such as camps, public beaches, and community gardens adequate facilities for infants and young children should be provided. Hotels and steamship lines should provide space and equipment for the care of young children and, if the number of children using the facilities warrants, a supervisor trained in the care of children. Railroads, hotels, and steamship lines should plan special menus for children. Children who grow up in modern apartment houses with small indoor space and without outdoor play facilities, present one of our most serious problems. In order to meet this need, some of the progressive owners of apartment houses have installed playrooms and playground facilities; in several cases, nursery schools have been set up within the buildings. The frequency of accidents occurring to young children left alone in homes and apartments suggests the need of public planning and provision for occasional and short time care of children.

Consultation Centers

Another important agency for the education and training of the young child is the consultation center which appears in various forms, for example, habit clinics, behavior clinics, and guidance nurseries. Many more than now exist are needed to supplement general programs of parent education, so that parents may secure the help of trained specialists on the behavior and personality problems of preschool children. Present programs for the physical care of the young child should be augmented by programs of this type.

Rural Children

At present, no adequate consideration is being given the needs of the young child in rural areas. It is hoped that analysis of the data collected will assist in formulating a program for the education and training of the young rural child. The need of further investigation and of parental education in this field is extremely urgent.

GENERAL RECOMMENDATIONS PERTAINING TO THE
YOUNG CHILD IN THE HOME¹

1. A broadly conceived program of pre-parental and parental education seems to be the most effective means of modifying the education and training of the young child in the home. While studies reveal a wide variation in home practices—when one considers them in detail—they are nevertheless encouraging in that they indicate that standards of care of the young child in the American home are better than had been anticipated. On the other hand, these studies indicate that provision for physical care is on a somewhat more effective level than is that for mental and social adjustment.

2. A program of parental education should recognize that the parent is himself a teacher as well as a parent and needs instruction, assistance, and encouragement in his educational function quite as much as do professional workers with children. Such assistance must be adapted to the level of the parent.² No student of the life of the infant and young child in its broader aspect can fail to be cognizant of the basic importance of the parent.

3. As a first step in the development of a program for the Child in the Home, the study of normal young children, in all aspects of their living, should be undertaken. In the past, the approach to the problems of the young child has too often been from armchair theorizing and too infrequently from concrete studies. The formulation of an optimal program for the young child must await the results of further investigations. Meanwhile complete analysis of the data which are available should reveal the specific information needed.

4. Consideration is suggested of the advisability of developing, through the cooperation of the Federal Govern-

¹ The minimum essentials of a home educational program for young children are included in the second part of this Committee's report.

² This study has not concerned itself with the mechanisms through which parental education should be undertaken since this is covered in the work of the Committee on The Family and Parent Education (III A).

ment and the States, a series of organizations which will carry on simultaneously both a research and a parental education function. This type of organization which has already been tried with considerable success in the agricultural experiment station and extension service might also prove successful in solving the pressing problems of the parent and child. Co-operation by the research agency and the agency for the dissemination of information works to the advantage of both in a field in which there are so many questions of a theoretical and practical character.

In conclusion the conviction is expressed that the period of early childhood is of great importance in the development of the individual and in the preparation of the future citizen, and the American public is urged to the most serious consideration of the needs and possibilities of a program for the well-being and protection of the young child.

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APPENDIX

A. METHODS OF OBTAINING DATA

In order to secure the data necessary for a report on the institutions for the education and training of young children in the United States, a series of questionnaires supplemented by personal visits to a small selected list of institutions was used. As a first step, a long series of items for a questionnaire were submitted to a group of nursery school and day nursery administrators and teachers for criticism and comment.

After going over the proposed queries in some detail and suggesting many improvements this group discussed the question of general policy in setting up the study. It was decided that instead of sending out a long and involved questionnaire to all institutions and by the very bulk of the query cutting down the number of replies, it would be preferable to send first a brief inquiry. Upon the return of the brief inquiry a more detailed blank should be sent to a selected list of institutions that had filled out the first one. It was also suggested that the second inquiry be adapted specifically to the institution to which it was to be sent, i.e., one form for the large institution with a number of teachers, another for the small institution with a single teacher. Further it was suggested that an investigator visit a selected group of institutions, to supplement the material obtained by the queries. The policy formulated by this advisory group was adopted and carried out.

The data for this report were obtained from three sources: (1) a two-page questionnaire distributed widely, (2) a more detailed questionnaire sent to a selected list of institutions which had returned the previous inquiry, and (3) a visit to a smaller list of institutions which had returned both previous queries.

Initial Questionnaire

The first questionnaire, hereafter known as the Initial Blank, was sent to every institution of which the committee could obtain the address.

In making up the list of institutions to which the basic inquiry should be sent lists furnished by the Office of Education

of the United States Department of the Interior; the National Federation of Day Nurseries, and various local federations were used. Published lists already available, particularly that in a United States Census report of 1923, were examined for addresses. Further, individuals over a wide area, and various state officials sent addresses.

In this way a total of 2,360 addresses were obtained, to all of which Initial Blanks were sent. Table 60 shows the

TABLE 60
INITIAL BLANKS SENT OUT

	<i>Number</i>	<i>Per cent</i>
Blanks returned and used.....	1,275	54.2
Blanks not returned.....	599	25.4
Blanks returned by postmaster.....	220	19.3
Blanks returned—inappropriate ^a	266	11.3
Total sent out.....	2,360	
Total number blanks sent out less number sent to discontinued institutions or those not within the definitions of the study.....	1,874	....
Blanks returned and used.....	1,275	68.0

^a The definitions adopted exclude institutions with no preschool children and institutions not maintaining an educational program, such as orphanages and boarding homes.

number of these blanks returned. Of the 2,360 blanks sent out, 1,275 or 54 per cent were returned and analyzed, 599 or 25.4 per cent were not returned, 220 or 19.3 per cent were returned by the local postmasters because institutions were discontinued or no longer could be located, and 266 or 11.3 per cent were discarded. The group discarded includes blanks returned by institutions which have no preschool children, which have no organized educational program, or which for other reasons, do not fall within the definitions set up by the committee.¹ Eliminating those institutions which could not be located by the post office and those for which the blank was inappropriate a total of 1,874 institutions of the types selected for study were reached. Of these, 1,275 or 68 per cent supplied the basic information for this report.

Blanks Returned

Table 61 presents the returns classified by type of institution and the number of institutions within each type visited by the investigator.

¹ For definitions see p. 7.

NURSERY EDUCATION

TABLE 61

Type of inst.	BLANKS RETURNED AND INSTITUTIONS VISITED						Inst. visited
	Initial blanks		Final blanks				
	<i>Number</i>	<i>Per cent</i>	<i>No. sent</i>	<i>No. R'd</i>	<i>Per cent</i>	<i>Number</i>	
D N..	516	40 5	282	215	76 3	20	
R N S.....	60	4 7	30	24	80 0	7	
N S.....	169	13 3	97	75	77.3	10	
N S-K.....	114	8 9	48	40	83 3	1	
K.....	377	29.6	118	65	55.1	2	
Unclassed..	39	3 1	...	....	.. .	...
All.....	1,275	100 0	575	419	72.9	40	

Seventy-six and three-tenths per cent of the day nurseries to which final queries were sent, 80 per cent of the relief nursery schools, 77.3 per cent of the nursery schools, 83.3 per cent of the nursery school-kindergartens, and 55.1 per cent of the kindergartens returned them. A total of 419 Final Blanks is used of which 295 were the longer blanks.

Visits by Investigator

In addition to the Initial Blank sent to all institutions and the Final Blank sent to a selected list of institutions, a trained investigator visited a number of institutions in order to secure data by direct observation. He had with him the returns already sent in by the institutions visited. His chief task was to secure information on the educational program, particularly from the health standpoint, and to secure the opinion of workers in the field on the significant problems of nursery education. He visited 20 day nurseries, 7 relief nursery schools, 10 nursery schools, one nursery school-kindergarten, and 2 kindergartens. Relatively less attention was paid to kindergartens because of their long established procedure and standardized practice.

To summarize, 1,275 returns from the Initial Blank of Inquiry, 419 returns from the Final Blank of Inquiry, and reports of personal visits to 40 institutions are available on which to base findings.

Limitations of the Data

Obviously the conclusions presented in this study are limited by the data upon which they are based. Since questionnaires were used for gathering most of the material, the conclusions are further subject to the limitations of the questionnaire method. Everything possible was done to minimize error. The questionnaires were drawn up upon the basis of

the literature available in the field. They were tried out in several institutions and submitted to a group of practical workers who made suggestions and comments. They were then revised, tried out again, and finally put into permanent form.

Internal evidence from the returned blanks indicates that their form was fairly satisfactory. There are relatively few incomplete blanks. Where material on the final query corresponds to that on the initial query, there is close agreement in the results obtained. A check on the enrolment, and age distribution recorded on the Final Blanks revealed only slight differences from similar data for the same institutions obtained on the Initial Blank. Moreover, the investigator is convinced, on the basis of his observations during his unannounced visits, that the information supplied was given as accurately and as carefully as those in charge of the institutions could give it.

There remains of course the sampling problem, inherent in all questionnaire studies: Are the blanks returned characteristic of the entire group to which the query was sent? We have a 68 per cent return on the initial query. What of the other 32 per cent? Obviously, since we have no data on them, little can be said. However, by comparing the returns with the original list of addresses, a study was made to determine whether any factors related to geographical location, or size of community affected the return of blanks. The results are negative and indicate that, so far as can be discovered, no selective factors other than the willingness of the person in charge of the institution to return the blanks (a factor that operates in any questionnaire study) operated.

The conclusions, strictly speaking, hold only for the queries which were returned. Any selective factor operating probably reduces the number of returns from the poorer, less interested and less effective institutions. There is little likelihood that the picture of institutions for the education and training of young children here drawn is worse than that which would be obtained if every institution in the country replied. There is some likelihood that it is a little better. Although we do not know the strength of factors which might operate differentially in the different classes of institutions, there is little or nothing in our returns which indicates that the intercomparisons are inaccurate.

Please give names of organizations, clinics, etc. with which you cooperate:

.....

HOW IS THE NURSERY SUPPORTED?

Indicate the sources of your funds. If they are split among different sources, give proportion from each.

By the Community Fund?..... By an appropriation from the Board of Ed.?.....
 By private funds?..... By a normal school or teachers' college?.....
 By funds raised by subscription?..... By a church or religious organization?.....
 By tuition fees?..... By an industrial organization?.....
 By a foundation?..... Give name.....
 By a university or college?..... Give name.....
 Please state any sources of income not given in above list

 What charges do you make per child per.....? \$.....

PERSONNEL

In the blank after each one of the items listed below give the number of staff members you have in those positions. Fill in the spaces with positions not listed.

Principal (.....); Matron (.....); Director (.....); Nursery school teacher (.....); Nurse (.....); Nutritionist (.....); Kindergarten teacher (.....); Assistant teacher (.....); Student teacher (.....); (Social worker (.....); Cook (.....); Maid (.....); Janitor (.....);(.....);(.....);(.....)

*The term "nursery" is used as a blanket term to include nursery schools, day nurseries, play schools, kindergartens, etc.

WHAT ARE THE PURPOSES OF THIS NURSERY?

Please rank the following purposes in order of their importance *in your nursery*. Give the most important the rank of 1, the next most important a rank of 2, etc. Give the same rank to purposes which have equal importance. Cross out the purposes which do not apply and write in others not listed, if necessary.

-To enable mothers to be gainfully employed
-To train teachers of young children
-To relieve mothers who have outside interests
-For the education and training of young children
-To aid in emotional adjustment (behavior problems)
-For pre-parental education
-For the education of parents
-To build children up physically
-For research
-

CHILDREN

Please give number of children within each of the following divisions. (Ages as of March 1, 1930.)

	Under		1 yr.	2 yr.	3 yr.	4 yr.	5 yr.	6 yr.	7 yr.	over
	1 yr.	2 yr.	3 yr.	4 yr.	5 yr.	6 yr.	7 yr.	8 yr.	8 yr.	
Boys	....	....	....	....	....	....	....	....	....	....
Girls	....	....	....	....	....	....	....	....	....	....

Are these children divided into distinct and separate groups?.....

If so, do you have an infant group?..... Give age range.....

Do you have a preschool group?..... Give age range.....
 Do you have a kindergarten group?..... Give age range.....

What facilities do you have for the school child? (Check the appropriate item or items.)

Undirected recreation..... Supervised recreation.....
 Instruction in school subjects.....
 Special training, (such as household arts for girls and manual training for boys).....
 Other
 Describe any additional facilities you have for children or parents

PROGRAM

In the following list, check items which are part of your nursery program.

Medical inspection.....	Mental tests.....
Serving food to children.....	Story or language period.....
Provision for naps.....	Trips outside nursery.....
Provision for outside play.....	Music and rhythm.....
Training in social attitudes.....	Weighting and measuring children.....
Training in routine habits, such as toilet, sleep, etc.....	Cooperation with home in modifying child's ac- tivities within home.....

Please send us a copy of each record form you use. (Such as daily schedule, medical forms, attendance forms, etc.). Also send any announcements, bulletins, publications or reports describing the work of your nursery.

The Second or Final Questionnaire.

A second, more detailed questionnaire, was sent to selected groups of institutions, picked as typical of the entire group on the basis of geographical location, size, purpose, auspices and classification.

These longer queries, called Final Blanks, were made up in two forms, one for the larger and one for the smaller institutions. Those institutions who reported infants under one year received the Infant Page in addition.

The criterion used for determining whether a short or long query should be sent to a particular institution was the size of the staff. If the initial query showed only one teacher for the institution the short blank was sent, if it showed more than one, the longer one was sent. In part the questions on the two blanks were identical. The longer blank merely covered more items.

FINAL BLANK OF INQUIRY

(FOR SMALL INSTITUTIONS)

Name Address
 Name and Title of person in charge..... Date

I. BUILDING AND HOUSING

A. Playground

1. Is there an outside play space?..... How many square feet?.....
2. Is play space (underline) on roof, on porch, in yard?

B. Fire protection

1. Is building (underline) frame, semi-fireproof, fireproof?
2. Is there a fire alarm?..... How many chemical fire extinguishers?.....

3. What other fire protection apparatus do you have?

C. Heating, Ventilation, and Artificial illumination

1. Is heating system satisfactory during severe weather?.....
2. Is heat thermostatically controlled?.....
3. Is humidity automatically controlled?..... If not, how do you attempt to control it?.....
4. Is ventilation system satisfactory?.....
5. What kind of artificial lighting? (Underline) electricity, gas, other.....

D. Sanitation

1. TOILET: How many seats do you have for children?..... What height?.....
2. LAVATORY: How many washbowls?..... bathtubs?..... showers?.....
3. INDIVIDUAL EQUIPMENT: Do all children have individual towels?..... washcloths?..... combs?..... toothbrushes?..... cups or glasses for drinking?.....
4. FLOORS: Are they washable?..... How often washed?..... How often swept?..... Is a sweeping compound used?.....

E. Rooms

1. How many square feet of inside play space do you have?.....
2. How many rooms in the basement do children use?.....
3. For what purposes do they use them?.....

F. Equipment and Furnishings

1. How many small tables do you have?..... small chairs?.....
2. How many feet of shelving space are accessible to children?.....
3. What equipment do you have for rest or naps?
.....
4. Do you have a piano?..... a phonograph? an ultra violet ray lamp?.....
5. What medical apparatus and supplies do you keep on hand?
.....
6. Play apparatus (Please give the number of the following pieces of apparatus.)

	No.	No.	No.
tool benches	slides	.....
packing boxes	swings	.....
sand boxes	ladders	.....
"teeter-totters"	wading pool	.....
"Jungle Gym Jr."	blackboards	.....

APPENDIX

7. Play materials (Check the ones you have and fill in others not listed.)

No.		No.	No.
dolls	scissors	.....	.....
balls	kiddie cars	.....	.....
books	animal toys	.....	.....
blocks	live animals	.....	.....
brooms	automobiles	.....	.....
trucks	doll furniture	.....	.....
clay	plasticine	.....	.....
paste	flowers	.....	.....
paper	sewing material	.....	.....
paints	crayons	.....	.....
nails	pencils	.....	.....
beads	lumber	.....	.....

II. REQUIREMENTS FOR ADMISSION

1. Before enrolment, do you require a complete physical examination?..... a mental test?..... vaccination for smallpox?..... inoculation for typhoid?..... inoculation for diphtheria?.....
2. What other requirements do you have?
.....
3. Do you accept any children for temporary care, i.e. short stays of week or so?
.....

III. STAFF MEMBERS

Please give number of working hours per week these staff members work, the extent of their education (the highest year they completed in high school, college, or teachers college, and the number of years specific training, i.e., in a nursery training school, kindergarten training school, or other). Give the number of years experience with young children they have had also.

Title	No. hrs. per wk.	EDUCATION	EXPERIENCE
.....

IV. ENROLMENT AND ATTENDANCE

1. What was the enrolment last week on Monday?.....
2. How many children were present last week on Monday?..... Tuesday?..... Wednesday?..... Thursday?..... Friday?..... Saturday?.....

V. MEDICAL CARE

1. Is a daily medical inspection given each child?..... If not, how often is it given?
.....
Who makes the inspection? (Underline) physician, nurse, other.....
2. How often are children given a complete medical examination?.....
Who makes this examination? (Underline) physician, nurse, teacher, other.....
This examination includes: (Underline) vision, hearing, urine, blood, lungs, heart, throat, teeth, height, weight, skin, nervous disorders, nutrition, vaginal smears of girls, other.....
3. How often are children weighed?..... How often measured?.....

4. What per cent of the children are vaccinated for smallpox?.....%
5. What per cent are inoculated for diphtheria?.....% inoculated for typhoid?.....%
6. What arrangement do you have for dental care?.....%

VI. FOOD

1. Who plans the menus? (Underline) nurse, teacher, other.....
2. Has this person had courses in nutrition?.....
3. Do you use dietaries from some outside source?.....
4. Please enclose the menu for the present day.

VII. HABIT TRAINING AND DISCIPLINE

1. Are children expected to put away playthings when they are through?.....
2. What opportunities do they have for self-help?.....

What method of control have you found to be most effective with the children?.....

VIII. HEALTH EDUCATION

Is any attempt made to give the children reasons for health activities?..... If so, put an "I" after the items in the following list in which incidental instruction is given and an "R" after those items which are given as a part of a regular instructional program.

drinking milk	.....	safety (care in crossing streets, etc.)	.....
eating vegetables	.....	getting treatment for cuts and burns	.....
brushing teeth	.....	passing things from one mouth to another (like	
personal cleanliness	.....	horns, candy, etc.)	.....

IX. DAILY ACTIVITIES

Please give on the reverse side of this sheet the time meals are served, the time various other activities take place with a brief description of what the children do. Please state the time at which the kindergarten children leave for and return from public school (if such is the case) as well as the time the grade school children leave and return. You may also include any comments you would like to make on other topics covered by this inquiry blank.

FINAL BLANK OF INQUIRY (FOR LARGE INSTITUTIONS)

NameAddress
 Name and Title of person in charge..... Date.....

I. BUILDING AND HOUSING

A. Playground

1. Is there an outside play space?..... How many square feet?.....
2. Is play space (underline) on roof, on porch, in yard?

B. Fire Protection

1. Is building (underline) frame, semi-fireproof, fireproof?
2. How many outside exits are there that are accessible to children?.....
3. Is there a fire alarm?.....
4. How often do you have fire drills?.....
5. *Do children use rooms on more than one floor?*..... If so, answer the following questions:

6. How many stairways are there?..... How wide are they?.....
7. How many elevators?.....
8. How many fire escapes?..... What kind?.....
9. How many chemical fire extinguishers on each floor?.....
10. What other fire protection apparatus do you have?

C. Heating, Ventilation, and Artificial illumination

1. Is the heating system satisfactory during severe weather?.....
2. Is heat thermostatically controlled?.....
3. Is humidity automatically controlled?..... If not, how do you attempt to control it?.....
4. How many room thermometers do you have?.....
5. Is the ventilation system satisfactory?.....
6. Artificial lighting? (Underline) electricity, gas, other.....

D. Sanitation

1. **TOILET:** How many seats do you have?..... What height?.....
Are seats in separate compartments?.....
What is the type of floor? (Underline) tile, linoleum, concrete, other.....
How often is floor washed?.....
2. **LAVATORY:** How many washbowls are there?..... What height?.....
How many bathtubs?..... How many showers?.....
3. **DRINKING EQUIPMENT:** How many fountains?..... If there are no fountains, do children have individual cups or glasses?.....

4. LOCKERS: Does each child have a separate locker?..... If no lockers, what provision is there for outside wraps?
5. FLOORS: Are they washable?..... How often washed?
- How often are they swept?..... Is a sweeping compound used?.....

E. Rooms

1. How many rooms in the basement do children use?.....
2. For what purposes do they use them?
3. How many square feet of inside play space do you have?

F. Equipment and Furnishings

1. TABLES AND CHAIRS FOR CHILDREN'S USE

How many small tables do you have?..... How many small chairs?.....

2. WINDOWS: Height from floor?..... Are they screened in summer?.....

3. CUPBOARDS: How many feet of shelving space are accessible to the children?.....

4. INDIVIDUAL EQUIPMENT: Does each child have a comb?..... A toothbrush?.....

Do you provide individual towels?..... Wash cloths?.....

Is an extra supply of handkerchiefs kept?.....

5. SLEEPING EQUIPMENT: How many stationary beds? How many collapsible beds?.....

How many cribs?..... How many children sleep in each bed?.....

How many feet between beds when in use?..... Are beds separated by screens?.....

Furnishing of each bed: (Underline) mattress, mattress pad, pillows, blankets, sheets, rubber sheet.

6. OTHER EQUIPMENT: Do you have a piano?..... A phonograph?..... An ultra-violet ray lamp?.....

7. MEDICAL APPARATUS AND SUPPLIES (Check those kept on hand.)

iodine, etc. (for scratches)	.....	zinc ointment	.....	stadimeter	.. ....
carron oil, etc. (for burns)	.....	ephedrine	.....	calipers	.....
clinical thermometers	.....	bandages	.....	scales	.....
calamine lotion	.....	cotton	.....	.....	.....
sterile gauze	.....	alcohol	.....	.....	.....

8. PLAY APPARATUS (Give number of each kind of apparatus.)

climbing house	.....	ladders	.....	.....	.....
packing boxes	.....	swings	.....	.....	.....
flying rings	.....	trapezes	.....	.....	.....
climbing ropes	.....	slides	.....	.....	.....
giant strides	.....	sand boxes	.....	.....	.....
tecter-totters	.....	tool benches	.....	.....	.....
walking boards	.....	jungle gyms	.....	.....	.....
rocking boats	.....	blackboards	.....	.....	.....
turning bars	.....	hobby horses	.....	.....	.....
parallel bars	.....	wading pool	.....	.....	.....

9. PLAY MATERIALS (Check list.)

kiddie cars	.....	lumber	.....	.....
velocipedes	.....	nails	.....	.....
cloth books	.....	paints	.....	.....
paper books	.....	beads	.....	.....
automobiles	.....	.....	.....	.....

doll furniture	.....	blocks	.....	.....
doll buggies	.....	boards	.....	.....
doll dishes	.....	dolls	.....	.....
live goldfish	.....	saws	.....	.....
live birds	.....	hammers	.....	.....
live animals	.....	pictures	.....	.....
toy animals	.....	scissors	.....	.....
plasticine	.....	paste	.....	.....
sewing material	.....	clay	....	.....
crayons	.....	paper	.....	.....
picture puzzles	.....	scooters	.....	.....
sand equipment	.....	peg boards	.....	.....
garden tools	.....	bean bags	.....	.....

II. STAFF MEMBERS

A. Child Caring and Supervisory Staff

Please give the number of hours per week these staff members work, the extent of their education (the highest year they completed in high school, college, or teachers college, and the number of years of specific training, i.e., in a nursery training school, kindergarten training school, or other) and the number of years experience with young children they have had.

TITLE	No. hrs. per wk.	EDUCATION	EXPERIENCE
.....

(If more space is needed, use the reverse side of the sheet.)

B. Other Members of Staff

Please give number of working hours per week and a short description of the duties of these members of your staff and of those with whom you have arrangements for the care of the children.

TITLE	No. hrs. per wk.	NATURE OF WORK
.....
(If more space is needed, use the reverse side of the sheet.)		

III. ATTENDANCE

1. What was the enrolment last week on Monday?.....
2. How many children were present last week on Monday?..... Tuesday?..... Wednesday?..... Thursday?..... Friday?..... Saturday?.....

IV. REQUIREMENTS FOR ADMISSION

1. Before enrolment, do you require a complete physical examination?..... A mental test?..... Vaccination for smallpox?..... Inoculation for typhoid?..... Inoculation for diphtheria?.....
2. What are your requirements on the following?

Religion

Color or race

Occupational class

Personality

Mentality

Physical condition

Other

3. Is a visit to the child's home made before acceptance?.....
4. Do you have regular dates for admitting new children?.....
5. Do you accept any children for temporary care, i.e., short stays of a week or so?.....

V. MEDICAL SUPERVISION

1. Is a daily medical inspection given each child upon arrival?..... If not, how often is it given?
.....
2. Who makes the inspection? (Underline) physician, nurse, teacher, other.....
What is done with a child who shows symptoms of a contagious disease?
.....
3. How often are children given a complete medical examination?.....
Who makes this examination? (Underline) physician, nurse, other.....
This examination includes: (Underline) vision, hearing, urine, blood, lungs, heart, nose, throat, ears,
teeth, nervous disorders, skin, height, weight, vaginal smears of girls, other.....
4. How often are children weighed?..... How often measured?..... Is a later medical history
5. Is a medical history previous to enrolment obtained for each child?..... kept?.....
6. What percentage of the children are vaccinated for smallpox?.....% What percentage are inocu-
lated for diphtheria?.....% for typhoid?.....%
7. Is any attempt made to correct physical defects?.....
8. How often are children given dental examinations?.....

VI. FOOD

1. How often is cod liver oil served in the winter months?.....
2. How often is orange juice or tomato juice served?.....

3. Do you use dietaries prepared by some other organization?.....
4. Please enclose the menu for the present week, or if that is not available, for the present day.

VII. HABIT TRAINING AND DISCIPLINE

A. Self help and habits of orderliness

1. Are children expected to put away playthings when they are through with them?.....
2. Are children expected to clean up sand, clay, paper, etc., which have been spilt on the floor?.....
3. Are children encouraged to help themselves in: hanging up outer wraps?..... putting on wraps?
..... buttoning and unbuttoning clothes?..... lacing and unlacing shoes?..... pouring milk at
meals?..... carrying food at meals?.....
4. What other opportunities do they have for self help?

B. Discipline

What method of control have you found most effective with the children?

VIII. HEALTH EDUCATION

Is any attempt made to give the children reasons for health activities?..... If so, put an "I" after the items in the following list in which incidental instruction is given and an "R" after those items which are given as a part of a regular instructional program.

drinking milk	.....	safety (care in crossing streets, etc.)	.....
eating vegetables	.....	getting treatment for cuts and burns	.....
brushing teeth	.....	passing things from one mouth to another (like horns,	.....
personal cleanliness	.....	candy, etc.)	.....

IX. DAILY ACTIVITIES

Please give on the reverse side of this sheet a schedule of daily activities including the time meals are served and the time various other activities take place and a brief description of what the children do.

FINAL BLANK OF INQUIRY (INFANT PAGE)

Date.....

NameAddress

Name and title of person in charge.....

INFANTS UNDER ONE YEAR

PLEASE FILL OUT THIS PAGE FOR INFANTS UNDER ONE YEAR

1. How often are they bathed.....
2. How often are they weighed?.....
3. How often are they measured?.....
4. How often are they examined by a physician?.....
5. Is a regular schedule followed for feeding?.....
6. What is done with soiled diapers?.....
7. What care is given infants' bottles and nipples?.....

C. GEOGRAPHICAL LIST OF INSTITUTIONS

ALABAMA

- Anniston*
Addie Weaver Association Kindergarten
- Auburn*
Auburn Kindergarten
Alabama Polytechnic Institute Nursery School
- Birmingham*
Avondale Mills Community House Day Nursery
Bethlehem House Kindergarten
Bethlehem House Day Nursery
Beulah Moore Day Nursery
Church of the Advent Kindergarten
Ensley Community House Kindergarten
Happy Hours School for Little Folks Kindergarten and Primary School
Neighborhood House Day Nursery
North Side Community House Day Nursery
North Birmingham Community House Day Nursery
Trinity Community House Kindergarten
Williams Kindergarten
Work and Play School Kindergarten
- Ensley*
Bradshaw Kindergarten
Wilson Kindergarten
- Fayette*
Mrs. A. C. Branyon's Private Kindergarten
- Lanette*
Public Free Kindergarten
- Opp*
Mrs. H. S. Myer's Private Kindergarten
- River View*
River View Kindergarten
- Russellville*
Russellville Kindergarten
- Selma*
Miss Ida Bryne's Private Kindergarten
- Shawmut*
Shawmut Kindergarten
- Sylacauga*
Avondale Mills Day Nursery
Mignon Kindergarten
- Tattadega*
Samoset Kindergarten
- Thomasville*
Thomasville Kindergarten
- Tuscumbia*
Miss Evelyn's Nursery and Kindergarten
- Fayetteville*
Fayetteville Community Thrift House
- Paragould*
Mrs. B. A. Lincoln's Private Kindergarten
- Searcy*
Galloway College Nursery School

CALIFORNIA

- Alhambra*
Alhambra Day Nursery
- Berkeley*
Berkeley Day Nursery
Children's Community-Cooperative Nursery School
The Greenwood School
University of California Institute of Child Welfare Nursery School

- Glendale*
Hansel-Gretel Schools, Ltd.
- Hollywood*
Assistance League Nursery School
Wee Tots Villa Nursery School
- Independence*
Private Kindergarten
- Long Beach*
Long Beach Day Nursery, East Branch
Long Beach Day Nursery, Nursery School
- Los Angeles*
Albion Day Nursery
All Nations Nursery School
Ann Street Day Nursery
Avenue Twenty-one Day Nursery
Miss Boughton's School
California Day Nursery
Castelar Day Nursery
First Street Day Nursery
Flora Sigler Carver Memorial Day Nursery
Holmes Day Nursery
Jewish Mothers Alliance Day Nursery
King's Daughters Day Nursery
Loreto Day Nursery
Nevin Day Nursery
Normandie Public Nursery School
Out-of-Door Nursery School
Progressive School of Los Angeles
St. Elizabeth's Day Nursery
Salvation Army Day Nursery
Soto Street Day Nursery
Twentieth Street Day Nursery
Twenty-eighth Street Day Nursery
University of California at Los Angeles, Nursery School
Utah Street Day Nursery
Wadsworth Day Nursery
Wilmington Park Day Nursery
- Monterey*
Monterey Peninsula Community Center
- Oakland*
Fannie Wall Day Nursery
Mills College Preschool Laboratory
Oakland Public School Nursery
St. Vincent's Day Home
- Palo Alto*
Castilleja School—Pre-primary
Miss Harker's School Kindergarten
Margaret Chadwick Nursery School
- Pasadena*
Broadoaks Kindergarten—Primary
Training School Kindergarten
The Children's House Kindergarten
Nursery School, Demonstration Unit
Pasadena Day Nursery
- Piedmont*
Miss Ransom & Miss Gridges' School for Girls
- Redlands*
Redlands Day Nursery
- Sacramento*
Grace Day Home
- San Diego*
Miss Crowley's Nursery School
Montessori School of New Psychology
Mother Goose Village Nursery School
Francis W. Parker Nursery School
San Diego Day Nursery
- San Fernando*
San Fernando Elementary School—Nursery

San Francisco

Anna Stovall Nursery-Kindergarten
 Canon Kip County House Day Nursery
 Child Garden School
 Child's World Day Nursery
 Golden Gate Kindergarten Association
 Nursery School
 Holy Family Day Home
 Kiddie Kastle Kindergarten & Primary
 School
 Miranda Lux Pre-Kindergarten (Infant
 Shelter)
 Outdoor School for Young Children
 Phoebe Ann Hearst Nursery School
 St. Francis Day School
 The Sara Sroggs School Kindergarten
 Stanford Pre-Kindergarten (3 Branches)

San Jose

San Jose Day Nursery
 St. Elizabeth's Day Home

San Rafael

Airy Mountain School

Santa Barbara

St. Vincent's Day Nursery
 Santa Barbara Girls' School Kinder-
 garten

Santa Paula

Gldee E. Converse Memorial Day
 Nursery

Stockton

Stockton Day Nursery

Venice

Westminster Ave. School Day Nursery

Watsonville

Chamber of Commerce Day Nursery

*COLORADO**Boulder*

Boulder Day Nursery
 University of Colorado Summer Nurs-
 ery School

Colorado Springs

San Luis Nursery School

Denver

Globeville Day Nursery
 Miss Harding's Nursery School
 Kent School for Girls, Kindergarten-
 Primary
 Margery Reed Mayo Day Nursery
 Neighborhood House Association.
 Elyria Branch
 Neighborhood House Association. Lin-
 coln Park Branch Day Nursery
 Parkhill Montessori School

Fort Collins

Summer Nursery School, Colorado Agri-
 cultural College

Pueblo

Day Nursery

*CONNECTICUT**Ansonia*

Julia Day Nursery Inc

Bethel

Miss Amy Hayes' Kindergarten

Berlin

Merricourt

Bridgeport

Main Street Day Nursery
 Frank Miller Memorial Nursery
 Fannie A. Smith Private Kindergarten
 Unquowa School, Kindergarten

East Hampton

Mrs. Houses' Private School and Kin-
 dergarten

Farmington

Keeps' Memorial Kindergarten

Greenwich

Edgewood School
 Greenwich Day Nursery

Hartford

Hartford Social Settlement, Preschool
 Nursery
 Mitchell House Kindergarten
 Union for Home Work Day Nursery
 Women's League Day Nursery
 Woodland Nursery School

Meriden

Meriden Day Nursery (Y.W.C.A.)

Marbledale

Havenholm Day Nursery

Middletown

Middletown Day Nursery
 Miss Minor's Kindergarten

Naugatuck

Naugatuck Day Nursery

New Britain

New Britain Day Nursery

New Haven

The Cannon School
 Guidance Nursery of the Yale Psycho-
 Clinic
 Hamden Hall Kindergarten (Country
 Day School)
 Hope Day Nursery
 Leila Day Nursery
 Spring Glen Nursery School
 The Misses Walker School

New Milford

Miss Barton's Kindergarten

Rowayton

The Thomas School Nursery School

South Norwalk

Norwalk Day Nursery Association,
 Inc.

Southport

Miss Bradin's Kindergarten

Stamford

Lucy Paxton Country Day School.
 Preschool Group
 St. Elizabeth of the Roses
 Stamford Day Nursery

Thompsonville

Bigelow-Sanford Day Nursery

Torrington

The Brooker Memorial Day Nursery

Wallingford

Sub-Primary, Putnam School

Waterbury

St. Margaret's Kindergarten
 Waterbury Day Nursery

Watertown

Watertown Nursery School

West Hartford

Margaret Laidlaw School
 Westford School
 West Hartford Nursery School

Windsor

Miss Mills' Kindergarten

*DELAWARE**Wilmington*

Friends School
 The Thomas Garrett Kindergarten
 Miss Hoopes & Miss Bradford Kinder-
 garten
 Anna Overdeer Kindergarten
 Rockford Kindergarten
 St. Michael's Hospital & Day Nursery
 Woodlawn Kindergarten

DISTRICT OF COLUMBIA

Washington

All Day Kindergarten
 Mrs. Cook's School
 Friendship House Day Home
 Gunston Hall Junior School
 Kalorama Day School Nursery School
 Neighborhood House Day Nursery
 Neighborhood House Junior Kindergarten
 Potomac School Kindergarten
 Providence Day Nursery
 Sidwell's Friends School Kindergarten
 Twenty-four Hour Day School
 Washington Child Research Center
 Nursery School

FLORIDA

Jacksonville

Junior League Day Nursery
 Riverside Kindergarten

Lake City

Mrs. E. A. Wright's Private Kindergarten

Miami

Women's Relief Association Day Nursery

St. Petersburg

Country Day School Preschool Dept.
 Miss Kirker's Sunshine Kindergarten

Tallahassee

Florida State College for Women Kindergarten

Tampa

Helping Hand Day Nursery
 Rosa Valdez Settlement Kindergarten
 W.C.T.U. Day Nursery

GEORGIA

Albany

Flint River Mills Day Nursery

Athens

Georgia State College of Agriculture
 Nursery School

Atlanta

Lizzie Burch Memorial Nursery
 Herndon Day Nursery
 Cornelia Moore Day Nursery
 Osgood Sanders Day Nursery
 Stewart Avenue Goodwill Center Day
 Nursery

Miss Thomas' Kindergarten

Augusta

Sibley Mill Day Nursery
 Vannie Gartrell Day Nursery

Baxley

Miss Melton's School

Columbus

Hamp Steven Memorial Day Nursery

East Point

Gate City Day Nursery

Macon

Mrs. Smith's Kindergarten

Manchester

Manchester Mills Y.M.C.A. Kindergarten

Monticello

Monticello's Private Kindergarten

Quitman

Private Kindergarten

Savannah

Hodge Memorial Nursery School and
 Kindergarten
 Hodge Memorial Kindergarten
 Private Kindergarten

Thomasville

Merriegarden School

IDAHO

Boise

St. Margaret's School

Caldwell

Mrs. E. A. Marshall's Private Kindergarten

ILLINOIS

Bloomington

Day Nursery Association

Centralia

Private Kindergarten

Champaign

Dr. Howard Kindergarten

Colonel Wolfe School Kindergarten

Chicago

Aiken Institute Day Nursery
 Bethesda Day Nursery
 Chase House Day Nursery
 Chicago Commons Nursery School
 Chicago Nursery & Half Orphanage
 Chicago Teachers College
 Child Care Laboratory—Flower Technical High School

Mary Crane Nursery School

DePaul Day Nursery

Douglas Park Day & Night Nursery

Elk Bates House Day Nursery

Emerson House Association. Day Nursery & Kindergarten

Erie Chapel Kindergarten

Margaret Etter Creche Day Nursery

Faulkner School for Girls Kindergarten

Franklin Public Nursery School

Gads Hill Center Nursery School

Garabaldi Institute, Nursery School & Kindergarten

Garden Apartments Nursery School
 Number One

Garden Apartments Nursery School
 Number Two

Helping Hand Community Day Nursery
 Howell Neighborhood House Nursery School

Hyde Park Baptist Church Kindergarten

Hyde Park Nursery School

Infant Home & Day Nursery. Daughters of Zion

Lake Shore Drive Kindergarten

Little Wanderers Day Nursery

Lutheran Deaconess Day Nursery

Madonna Center Kindergarten

Matheon Day Nursery at Chicago Commons

Midway School for Children

Elizabeth Muriel Day Nursery

National Park Seminary Day Nursery

North Avenue Day Nursery

Northwestern University Settlement
 Kindergarten

Packtown Day Nursery

Raymond Chapel

Redeemer's Army Day Nursery

St. Columbkille Day Nursery

St. Elizabeth's Day Nursery (Two Branches)

St. Juliana's Day Nursery

St. Mary's Settlement & Day Nursery

St. Philip Benizi's Nursery & Kindergarten

St. Rose Day Nursery

Salvation Army Day Nursery

Samaritan House Kindergarten
 School of Domestic Arts & Science
 Nursery School
 University of Chicago Settlement Kindergarten
 University Cooperative Nursery School
 Volunteers of America Day Nursery
 Wendell Phillips Day Nursery
 Workers' Nursery School
Cicero
 Cicero Day Nursery
Decatur
 Decatur Day Nursery
 James Milliken University Model Nursery School
Downers Grove
 Avery Coonley School Kindergarten
Edwardsville
 Le Claire Kindergarten
Elgin
 Day Nursery of the Elgin Health Center
Evanston
 Community Day Nursery for Colored Children
 Evanston Day Nursery Association
 National College of Education—Junior & Senior Kindergarten
 National College of Education—Nursery School
 School for Little Children
Galesburg
 Knox County Day Nursery
Gibson City
 Gibson Public Nursery
Granite City
 Bessie Morgan Reese's Kindergarten
Highland Park
 De Forrest School Nursery School
 Open Air Nursery School
Jacksonville
 The School for Little Children
Lake Forrest
 Lake Forrest Day School
Loda
 Montessori School
Marion
 Mrs. E. N. Stone's Private Kindergarten
Mt. Carmel
 Private Kindergarten
Oak Park
 Community Pre-Kindergarten School
 Oak Park & River Forest Day Nursery
Peoria
 Bradley Musical Kindergarten
 St. Boniface Kindergarten
 Miss Sutliff's Kindergarten
Quincy
 Cheerful Home Settlement Day Nursery
Ravinia
 Margaret W. Rieser's Nursery School
Rockford
 Montague House Kindergarten
 Rockford Day Nursery
Rock Island
 Villa de Chantal School Kindergarten
Springfield
 Springfield Day Nursery
Urbana
 Mrs. B. W. Benedict's Private Kindergarten
 Cooperative Playground
 Vermont Street Kindergarten

Watseka
 Miss Camilla Cheffer's Private Kindergarten
Winneka
 Backyard Nursery School
 Johnston & Greinisen's Nursery School & Kindergarten
 North Shore Country Day School
 North Shore Montessori School
 Skokie School Nursery

INDIANA

Brazil
 Miss Lena Wilson's Kindergarten
Evansville
 Colored Day Nursery Association
 Evansville Rescue Mission Day Nursery
Fort Wayne
 College Club Day Nursery
Gary
 Gary Neighborhood House Nursery School
Greencastle
 Library Kindergarten
Hammond
 Brooks House Day Nursery
Indianapolis
 American Settlement Day Nursery
 Indianapolis Day Nursery
 Indianapolis Free Kindergarten (29 Branches)
 Teachers College of Indianapolis—Jackson School
 Claire Ann Shover Nursery School
Jacksonville
 Private Kindergarten
Lafayette
 Purdue University Nursery School
La Grange
 La Grange Private Kindergarten
Muncie
 Psi Iota Xi Day Nursery
Richmond
 Richmond Day Nursery
South Bend
 Circle of Mercy Day Nursery
 Mrs. Ure's Nursery Play Group
Sullivan
 Mary Jane Kindergarten
Terre Haute
 King Classical School
 Terre Haute Day Nursery (2 Branches)

IOWA

Ames
 Iowa State College Nursery School
Burlington
 Jennie Coulter Day Nursery
Cedar Falls
 Iowa State Teachers College Nursery School
Davenport
 Ladies Industrial Relief Society Day Nursery
Fayette
 Private Kindergarten
Iowa City
 Iowa Child Welfare Research Station
 Preschool Laboratories, State University of Iowa
Sioux City
 Kate S. Hubbard's Kindergarten
 Sioux City Day Nursery
 Wall Street Mission Day Nursery

KANSAS

- Hutchinson*
Hutchinson Mothers' Club Day
Nursery
Kansas City
Bethel Neighborhood Center Day Nur-
sery
Lawrence
Woodlawn Play School
Manhattan
Kansas State Agricultural College Nurs-
ery School
Topeka
Topeka Provident Association Day
Nursery

KENTUCKY

- Berea*
Berea College Preschool Home Labora-
tory
Hindman
Hindman Settlement School Kinder-
garten
Leitchfield
Miss Ella Wortham's Kindergarten
Louisville
East End Day Nursery
Lion's Club Toddlers Health School
Union Gospel Mission Day Nursery
Paducah
Robert's Kindergarten

LOUISIANA

- New Orleans*
Infant Jesus Creche Day Nursery
King's Daughters Day Nursery
Louse Day Nursery
Mt Zion Kindergarten
New Orleans Day Nursery
New Orleans School of Progressive
Education

MAINE

- Farmington*
Play School
Houlton
Peter Pan Nursery School
Orono
University of Maine Play School
Portland
Kiwanis Branch Day Nursery
Catherine Merrill Day Nursery
West Lebanon
Littlefolk Nursery School

MARYLAND

- Baltimore*
Broadway Nursery School
Bryn Mawr School Kindergarten
Calvert School Kindergarten
Daughters of the Eucharist Day
Nursery
Day Nursery for Colored Children
Friends Park Avenue School Kinder-
garten
Health Department Day Nursery
Jewish Educational Alliance Nursery
School
The Johns Hopkins University Child
Institute
Kornerstone Kindergarten
Margaret-Kate Bible School
Mission Helpers Day Nursery for Col-
ored Children
Patterson Memorial Free Kindergarten
& Day Nursery

- Roland Park Country School Nursery
School
Roosevelt Park Recreation Center Nurs-
ery School
St. Martin's Day Nursery
St. Paul's Chapel & Guild House Kin-
dergarten
Salvation Army Settlement Day Nurs-
ery
Younger Children of Home of the
Friendless Kindergarten
Chevy Chase
Bradford Home School Day Nursery
Garrison
Garrison Forest School Day Nursery
Hagerstown
Hagerstown Day Nursery of Founda-
tion of Charity School
Halethorpe
Arbutus Kindergarten
Laurel
Miss F. A. Albee's Kindergarten

MASSACHUSETTS

- Adams*
Adams Red Cross Nursery
Amesbury
Sacred Heart Kindergarten
Amherst
Miss Crowell's Private School
Andover
Catherine Stewart Private Kindergar-
ten
Belmont
Belmont Nursery School
Beverly
Mrs. Lamb's Kindergarten
Boston
The Associate Nursery School
Beaver School, Inc.
The Brimmer School Kindergarten
Denison House
Emmanuel Memorial House Kinder-
garten
The Guild of St. Elizabeth Day Nursery
Hecht Nursery School
The Little House
Morgan Memorial Day Nursery
Nursery Training School of Boston,
Inc.
Elizabeth Peabody House Kindergarten
Play School for Habit Training
Salvation Army Settlement Day
Nursery
South Bay Union Kindergarten
Sunnyside Day Nursery
Trinity Neighborhood House Day
Nursery
Wheelock Child Garden
The Woodward School
Brockton
William Cullen Bryant Private School
Brookline
The Park School Corporation
Francis Stern Nursery School
Cambridge
Cambridge Neighborhood House
Cambridge Nursery School (Two
Branches)
Cambridge Nursery School Group III
Kindergarten
East End Union
Hubbard Park Nursery School
Lincoln-Field School

- Concord*
Concord Nursery School
- East Boston*
Good Will House, Preschool Kindergarten
- Fall River*
Ninth Street Day Nursery
- Framingham*
Private Kindergarten
- Gardner*
Mrs. Wiley's Private Kindergarten
- Great Barrington*
Miss Ruane's School
- Haverhill*
Downing's Kindergarten
Haverhill Day Nursery
- Hingham*
Derby Academy
Wilder Memorial Nursery School, Inc.
- Holliston*
Holliston Private Kindergarten
- Holyoke*
Holyoke Day Nursery
- Hyannis*
Miss Farrell's Kindergarten
- Jamaica Plain*
Jamaica Plain Neighborhood House
- Lawrence*
Verenini Sisters, Inc.
- Lowell*
Belvidere School Kindergarten
- Lynn*
Neighborhood House Kindergarten
- Malden*
Malden Day Nursery
- Milton*
Milton Preparatory School Kindergarten
- New Bedford*
Friends' Academy Kindergarten
New Bedford Day Nursery, North End Nursery
New Bedford Day Nursery, South Nursery
- Newburyport*
Mrs. Kloeber's School
- Newton*
Stevens School
- Newton Centre*
Miss Ellis's School Kindergarten
Newton Centre Nursery School
- Northampton*
Smith College Cooperative Nursery School
- Orleans*
Mrs. Ryder's Kindergarten
- Palmer*
Mrs. Irvin's Kindergarten
- Pittsfield*
Pittsfield Day Nursery
- Roxbury*
Cooper Community Center Nursery
Roxbury Neighborhood Kindergarten
- Salem*
The Tower School
- Somerville*
Miss Bell's School
- Springfield*
The Children's Workshop
Springfield Day Nursery Corporation
(2 Branches)
- Swampscott*
The Draper School
Miss Leslie's Kindergarten
- Taunton*
Miss Blackman's Private School
- Templeton*
Mrs. Rollin E. Johnson's Private Kindergarten
- Turners Falls*
Mrs. Elizabeth Bankurtz' Private Kindergarten
- Waban*
Waban Nursery School
- Wakfield*
Miss Dagnino's Kindergarten
- Wellesley*
Wellesley Nursery School
- West Newton*
Carroll School Kindergarten
Preschool Kindergarten-Memorial Library
- Whitman*
Miss Pearson's Kindergarten
- Wollaston*
Wollaston Nursery School & Kindergarten
- Worcester*
St. Agnes' Day Nursery
Sigel Street Day Nursery
Temporary Home & Day Nursery

MICHIGAN

- Ann Arbor*
The Greene Nursery School
John Matthews Day Nursery
Straybrook Country Day & Boarding School
- Battle Creek*
Altrusa Day Nursery
Kellogg Company Industrial Nursery
- Detroit*
Character Culture School
Detroit Teachers College Preschool
Franklin Street Day Nursery
Garfield Public School Nursery
Gershon Settlement Day Nursery
Minnie Jeffries Nursery School, Department of Public Welfare
Miss Lucille's School
Merrill-Palmer School
Neighborhood House Nursery School
Miss Newman's School
Dorothy Bennett's School for Small Children
Sophie Wright Day Nursery
- East Lansing*
Michigan State College Nursery School
- Flint*
King's Daughters Boarding Home & Day Nursery
- Grand Rapids*
Harrison Park School Jr. Kindergarten
Kensington Nursery School
Margaret Spalding's Private Nursery School
- Hamtramck*
Tau Beta Community House Day Nursery
- Highland Park*
Highland Park Nursery School
- Jackson*
Alathena Field Day Nursery & Receiving Home Association
- Kalamazoo*
Western State Teachers College Campus Training School Kindergarten
Kalamazoo Nursery School

Mt. Pleasant
Central State Teachers College Kindergarten
Ypsilanti
The Cooperative Nursery School
Michigan State Normal School Nursery School

MINNESOTA

Duluth
Junior League Day Nursery
Maren Marie Nursery School
Mankato
Mankato State Teachers College Kindergarten
Minneapolis
Margaret Barry Nursery School
Mrs. Bauman's Nursery Kindergarten
Busch Terrace Nursery School
Mrs. Dillman's Nursery School
Emanuel Cohen Center Pre-Kindergarten
Kenwood Nursery School
Luther House Day Nursery
Morning Nursery School
Northeast Neighborhood House Nursery School
Northrop Collegiate Nursery School
Pillsbury Settlement House Kindergarten
Pillsbury House Nursery School
Prospect Park Nursery School
Florence Solie Nursery School
Southside Neighborhood House Kindergarten
Miss Sterrett's School Nursery School
Tiny Tot School
Unity House Day Nursery
University of Minnesota Institute of Child Welfare Experimental Kindergarten
University of Minnesota Institute of Child Welfare Nursery School
Washington Neighborhood House Nursery School
Mary T. Wellcome Day Nursery & Kindergarten—Phyllis Wheatley House
Well's Memorial Day Nursery
Moorehead
Moorehead Teachers College Kindergarten
Rochester
Woodworth Day Nursery
St. Cloud
State Teachers College Nursery School
Department of Child Welfare
Riverview Kindergarten
St. Paul
Neighborhood House Kindergarten
St. Catherine's College Preschool & Kindergarten
Welcome Hall Day Nursery
Wilder Day Nursery (Two Branches)
Winona
Phelps School Kindergarten

MISSISSIPPI

Biloxi
Mary Ellis Nursery
Hattiesburg
Tiny Tots Kindergarten
Jackson
A.A.U.W. Preschool
Jackson Day Nursery

Meridian
St. Joseph's Institute Kindergarten
Vicksburg
St. Mary's Kindergarten

MISSOURI

Cape Girardeau
S. E. Missouri State Teachers College Training School Kindergarten
Columbia
Stevens College Kindergarten Nursery
Kansas City
Barstow Pre-Kindergarten School
Miss Houston's Pre-Kindergarten
Institutional Church Day Nursery
Italian Institute & Central Chapel Day Nursery
Jewish Educational Institute Nursery School
Matthe Rhodes Day Nursery
Sunset Hill School
Thos. H. Swope Settlement Day Nursery
Urban League Day Nursery
Westside Day Nursery
Mrs. Vaughn T. Williams' Nursery School
St. Joseph
Social Welfare Board Day Nursery
St. Louis
Baptist Center Day Nursery
Church of Holy Communion Kindergarten
Goodwill Day Nursery
Guardian Angel Settlement Day Nursery
Kingdom House Day Nursery
Miss Livingston's Preschool
Neighborhood Association Day Nursery
Progressive Preschool
St. Elizabeth's Settlement & Day Nursery
South Side Day Nursery
Miss Strauss' Kindergarten
Urban League Day Nursery
The Eleanor Walters Nursery School
Washington University Play Group
Wilson Kindergarten—Primary Institute
Warrensburg
Central Missouri State Teachers College Training School Kindergarten

MONTANA

Missoula
Mrs. McLaughlin's Private Kindergarten

NEBRASKA

Lincoln
University of Nebraska Nursery School
Omaha
Junior League Day Nursery
Peru
Peru State Teachers College Training School

NEW HAMPSHIRE

Berlin
Brown Company Kindergarten
Concord
Concord Nursery School
Derry
Country Day School
Dover
Garrison Hill Kindergarten

Durham
Durham Kindergarten & Nursery
School
Keene
Children's Home School of Keene
Newmarket
Newmarket Kindergarten
Manchester
Parker Private School
Rochester
Spaulding School

NEW JERSEY

Atlantic City
Atlantic City Day Nursery
Bayonne
Bayonne Day Nursery
Bloomfield
Bloomfield & Glen Ridge Day Nursery
Bridgeton
Miss Iredell's Select School
Camden
Camden Day Nursery Association
Italian Day Nursery
Cliffside Park
Community Church Day Nursery
Cranford
McCarter School Kindergarten
East Orange
East Orange Social Settlement Day
Nursery
Elizabeth
Egenolf Day Nursery
Englewood
Social Service Federation Nursery
School
Hackensack
Hackensack Day Nursery
Haddonfield
The Bancroft School
Haddonfield Friends School Kinder-
garten
Hoboken
Hoboken Academy Kindergarten
Memorial Day Nursery
Jersey City
Bergen School for Girls
Goodwill Day Nursery
Holy Rosary Day Nursery
Kearny
Kearny Day Nursery
Milburn
Neighborhood Association Day Nurs-
ery
Montclair
Community Nursery School at Unity
Church
Glenfield Nursery School
Montclair Day Nursery
Moorestown
Moorestown Friends School
Morristown
Morristown Neighborhood House
Mountain Lakes
Varuna for Little Folks
Newark
Burke Memorial Day Nursery
East Side Day Nursery
Eighth Avenue Baby Shelter & Day
Nursery
Holy Angels Day Nursery
Jewish Day Nursery & Neighborhood
House
Modern Montessori School

Newark Female Charitable Society Day
Nursery
Prospect Hill Day Nursery
St. Columba's Day Nursery
Sarah Ward Day Nursery
Orange
Day Nursery of the Oranges
Dearborn Morgan School & Kinder-
garten
Orphan's Rescue Day Nursery
Passaic
Passaic Day Nursery
Paterson
Collegiate Institute Kindergarten
Memorial Day Nursery
Our Lady of Pompeii Day Nursery
St. Anthony's Day Nursery
Miss Stiles' School
Perth Amboy
Perth Amboy Day Nursery
Plainfield
City Union of Kings' Daughters Day
Nursery & Shelter
Princeton
Miss Fine's School Jr. Primary I
Miss Fine's School Jr. Primary II
Princeton Day Nursery
Trenton
Carolyn Stokes Day Nursery
Guardian Angel Day Nursery
St. Joachim's Day Nursery
Trenton Colored Day Nursery
Trenton Day Nursery
Union City
West Hoboken Day Nursery

NEW MEXICO

Albuquerque
Christina Kent Day Nursery
Santa Fe
Mrs. Wm. B. Ireland's Play School
Silver City
Sunshine Day Nursery

NEW YORK

Albany
Albany Girls Academy Kindergarten
James C. Farrell Memorial
Masterson Day Nursery
Amsterdam
Amsterdam Day Nursery
Auburn
Union Neighborhood House
Binghamton
The Nursery School
Clinton Street Day Nursery
Stuyvesant Street Day Nursery
Blauvelt
St. Dominic's School
Bronxville
Brantwood Hill Nursery School (Two
Branches)
Children's Home School of Bronxville
Brooklyn
Adelphi Academy
Bay Ridge Day Nursery
Bethany Memorial Kindergarten
E. W. Bliss Kindergarten
Brooklyn Heights Seminary Club Kin-
dergarten
Central Day Nursery
Daughters of Zion Hebrew Day & Night
Nursery
Emmanuel House Nursery Kindergarten
First Hebrew Day Nursery

- Alice E. Fitts Kindergarten
 Flatbush Day Nursery
 Friend-in-Need Day Nursery
 Froebel Academy
 Gardner Sunshine Day Nursery
 Cornelius N. Hoagland Kindergarten
 Miss Kirk's School Kindergarten
 Lincoln Day Nursery
 Little Friends Kindergarten
 Montessori School of Flatbush
 Norwegian Lutheran Day Nursery
 Olivet Memorial School Nursery School
 Packer Collegiate Institute Nursery School
 Polish Day Nursery
 Salvation Army Day Nursery
 Stockton Street Hebrew Day Nursery
 Zabriskie Montessori School
- Buffalo*
- College Creche
 Elmwood Kindergarten
 Fitch Creche
 Hodge Avenue Nursery School
 Infant Jesus Day Nursery
 Neighborhood House Number 1, Department of Social Welfare
- Cohoes*
- Van Vechten Street Day Home
- Cortland*
- Cortland Day Nursery
- Dobbs Ferry*
- McKinley Free Kindergarten
- Elmira*
- Federation Day Nursery
- Flushing*
- Flushing Progressive School
- Glens Falls*
- Glens Falls Day Nursery
- Gloversville*
- Gloversville Day Nursery
- Great Neck*
- Great Neck Health League Day Nursery
- Ithaca*
- New York State College of Home Economics at Cornell University Nursery School
- Jackson Heights*
- Garden Country Day School Kindergarten
 Garden Country Day School Nursery
- Jamaica*
- Jamaica Day Nursery
- Jamestown*
- The Creche Day Nursery
 St. James School Kindergarten
- Long Island City*
- Sunnyside Progressive School
- Middletown*
- Middletown Day Nursery
- Mt. Vernon*
- Associated Charities Day Nursery
 Mt. Vernon Play School
- Newburgh*
- Newburgh Day Nursery
- New Rochelle*
- New Rochelle School & Kindergarten
- New York City*
- Avenue B Day Nursery
 Babcock-Scott Nursery School
 Bethany Day Nursery
 Beth-El Sisterhood Day Nursery
 Bethlehem Day Nursery
 Bronx Day Nursery
 Bryson Day Nursery
 Bureau of Educational Experiments
 Nursery School
 Chelsea Day Nursery
 Children's Charitable Union Day Nursery
 Children's Home School of the Child Education Foundation
 Christ Church Montessori School
 Clark Neighborhood House Nursery School
 Elizabeth Stauffee Clarke Nursery & Kindergarten School
 Columbus Hill Day Nursery
 Daughters of Israel Day Nursery
 Divine Providence Day Nursery
 Ecole Maternelle Francaise Day Nursery
 Educational Alliance Pre-Kindergarten
 Eisman Day Nursery
 Emanuel Sisterhood of Personal Service
 Finch School Day Nursery
 First Ladies Day Nursery
 Froebel League Kindergarten
 Frances Hackley Kindergarten
 Halsey Day Nursery
 Harlem Hebrew Day Nursery
 Hebrew Day Nursery of New York (Two Branches)
 Holy Family Day Nursery
 Holy Name Day Nursery
 Hope Day Nursery
 Institute of Child Development
 Italian School Day Nursery
 Jewish Center of the East Side
 Jewish Ladies Day Nursery of the Bronx
 Jones Memorial School
 Judson Memorial Day Nursery
 Keating Day Nursery
 Kips Bay Day Nursery
 Lenox School Nursery School
 Lisa Day Nursery
 Little Flower Day Nursery
 Loving Arms Day Nursery
 Manhattanville Nursery Association, Inc.
 Manhattanville Nursery School
 Masters School Day Nursery
 Memorial Day Nursery
 Nativity Day Nursery
 Nazareth Nursery
 Noyes-Rhythm Nursery & Pre-Primary School
 Our Lady of Loreto Day Nursery
 Our Lady of Mt. Carmel Day Nursery
 Our Nursery School
 Riverside Day Nursery
 St. Agnes Chapel Kindergarten
 St. Anthony's Day Nursery
 St. Barnabas House Day Nursery
 St. Benedict Day Nursery
 St. Ignatius Loyola Day Nursery
 St. John's Settlement Day Nursery
 St. Joseph's Day Nursery (Two Branches)
 St. Margaret's Day Nursery
 St. Michael's Day Nursery
 St. Pascal's Day Nursery
 San Jose Day Nursery
 San Salvatore Kindergarten
 Salvation Army Day Nursery
 Sixth Street School Kindergarten
 Spring Street Kindergarten
 Sunnyside Day Nursery

NURSERY EDUCATION

Virginia Day Nursery, Inc.
The Walden School
Mary F. Walton Kindergarten
Washington Heights Day Nursery
Wayside Day Nursery
Westside Children's Center
West Side Day Nursery
Winifred Wheeler Day Nursery
Wilson Day Nursery
Winfield Day Nursery

Oneonta
State Normal School Kindergarten

Ossining
Christ Child Day Nursery

Peekskill
Mrs. Burt's School for Tiny Tots

Poughkeepsie
Miss Candee's Kindergarten
Vassar College Nursery School
Wheaton Park Day Nursery

Rochester
Child Guidance Clinic Nursery School
Friendship Nursery School
Harley School Kindergarten
Belle J. Michaels Day Nursery
Rochester Children's Nursery Day
Nursery

Rye
Rye Country Day School

Saranac Lake
The Baldwin School
Saranac Lake Day Nursery

Saratoga Springs
Skidmore College Nursery School

Schenectady
Day Nursery

Snyder
Park School of Buffalo

Staten Island
Evelyn Bridgman Day Nursery
Port Richmond Day Nursery & Central Relief Association
West New Brighton Day Nursery, Inc.

Syracuse
Syracuse Women's Charity Club Day
Nursery
University Hill School for Preschool
Children

Troy
Seton Home Day Nursery
Troy Day Home Nursery

Utica
Columbia Street Day Nursery
Mrs. Dieke's Private School & Froebel
Kindergarten
Italian Settlement
Junior League Day Nursery of Jay
Street

Woodmere
Woodmere Academy

NORTH CAROLINA

Charlotte
Charlotte Day Nursery

Durham
Daisy E. Scarborough Day Nursery

Elizabeth City
Elizabeth City Day Nursery

Greensboro
Day Nursery for Colored Children
North Carolina College for Women
Nursery School, Department of
Home Economics

Raleigh
Cameron Park Kindergarten
Raleigh Day Nursery for Colored
Children
Winston-Salem
Reynold's Day Nursery
Wentz Memorial Nursery School &
Day Nursery

NORTH DAKOTA

Bismark
Mrs. Aughney's Private Kindergarten

Fargo
North Dakota Agricultural College
Nursery School

Grand Forks
Community House Day Nursery

Jamestown
Mrs. Kiernan's Nursery School

Larimore
Larimore Kindergarten

Minot
Teachers College Training School

Valley City
Training School Kindergarten

OHIO

Akron
Mary Day Nursery

Alliance
Alliance Day Nursery

Athens
Ohio University Home Economics
Nursery School

Berea
Sunbeam Kindergarten

Canton
Ann Day Nursery

Cincinnati
Children's Home Kindergarten
Christ Child Day Nursery
Cincinnati Free Day Nursery
Cincinnati Union Bethel Day Nursery
Emanuel Day Nursery
Friendship Home Day Nursery
Goodwill Day Nursery
Parkway Day Nursery
St. Andrews Day Nursery
Santa Maria Institute Kindergarten
University of Cincinnati Household
Administration Nursery Group
University School
Miss Waterman's School for Small
Children

Cleveland
Bingham Kindergarten
Castle Nursery School
Christian Community Center Day
Nursery
Gowan Nursery School
Hanna Nursery School
Hathaway-Brown School
Jewish Day Nursery Association
Flora Stone Mather Nursery
Merrick House Day Nursery
The Park School of Cleveland Day
Nursery
Perkins Day Nursery
Louise Rawson Day Nursery
Wade Kindergarten
Wade Day Nursery
Western Reserve University Nursery
School
West Side Day Nursery
Nursery Kindergarten on the Heights
The Nursery School of Overlook Road

Columbus

Columbus School for Girls Preschool
 Mrs. Connor's Nursery School and Kindergarten
 Goodale Street Day Nursery
 Home Economics Nursery School of Ohio State University
 Merryheart Nursery School
 Merryheart Special
 North Side Day Nursery
 Ohio Avenue Day Nursery
 Parents' Laboratory Preschool of Ohio State University
 South Side Day Nursery
 West Side Day Nursery

Dayton

West Side Day Nursery

Delaware

Mrs. Riddle's Private Kindergarten

Dillonvale

Private Presbyterian Kindergarten

Glendale

Oliva House Private Kindergarten

Lakewood

Lakewood Day Nursery

Lima

Lima Day Nursery

Marion

Mrs. Secord's Nursery

Norwood

Norwood Day Nursery

Oberlin

Centennial Kindergarten

Orchard Kindergarten

Oxford

Wm. McGuffey Kindergarten, Miami University

South Euclid

Kiwanis Nursery School

Springfield

Y. W. Mission Day Nursery

Toledo

Old Adams Street City Mission Day Nursery

Yellow Springs

Antioch College Nursery School

Youngstown

Brier Hill Settlement

Harriet & Leslie Bruce's Kindergarten

Christ Mission Day Nursery

Neilson House Free Kindergarten

Zanesville

Zanesville Day Nursery

OKLAHOMA

Ada

Red Bird Kindergarten

Bartlesville

Miss Harward's Kindergarten

Chickasha

Mrs. O. G. Springer's Private Kindergarten

Lawton

Mrs. Bogg's Kindergarten

Muskogee

United Charities Day Nursery

Norman

The Rinsland Preschool

Oklahoma City

Good Will Center Day Nursery

United Provident Association Day Nursery

Oklmulgee

Mrs. Morris's Private Kindergarten Nursery & Primary Schools

Sand Springs

Sand Springs Home Widows Colony Nursery

Stillwater

Oklahoma Agricultural & Mechanical

College Nursery School

Private Kindergarten & Student Help School

Tulsa

Children's Day Nursery

Trout School Kindergarten Country Day School

OREGON

Corvallis

Oregon State College Nursery School

Forest Grove

Forest Grove and Hillsboro Day Nursery

Portland

Mrs. R. G. Ashley's Preschool

Miss Barnhiser's School

The Catlin Elementary School

Irvington Montessori Kindergarten

The Phillips School

Portland Fruit & Flower Mission Day Nursery

Mrs. Sears' Pre-Elementary School

The Volunteer Kindergarten

Salem

Salem Kindergarten

PENNSYLVANIA

Allentown

Day Nursery and Children's Home

St. John's Lutheran Kindergarten

Altoona

Miss Ruth Hunt's Private Kindergarten

Belle Vernon

Mrs. Howard Craig's Private Kindergarten

Bethlehem

Cecil Sayre Day Nursery

Chambersburg

Miss Platt's Private Kindergarten-Primary School

Charlertoi

Mrs. Maroney's Kindergarten

Chester

Chester Day Nursery & Boarding Home

William Wilson Memorial Day Nursery

Clearfield

Private Kindergarten

Coudersport

Private Kindergarten & Primary

Duquesne

Duquesne Steel Works Day Nursery

Easton

College Hill School Preschool Class

East Stroudsburg

Kindergarten State Teachers College

Flourtown

Carson College Nursery School

Greensburg

Westmoreland School

Grove City

Grove City Kindergarten

Harrisburg

Katharine Sweeney Day School

West End Kindergarten

Haverford

Haverford Friend's School

Haselton

Free Kindergarten

NURSERY EDUCATION

Holidaysburg

Y.W.C.A. Kindergarten

Huntingdon

Mrs. Liken's Kindergarten

Jenkintown

Jenkintown Day Nursery

Kennett Square

Mrs. Anger's Private Kindergarten

Kingston

Kingston Kindergarten

Kutztown

Training School Kindergarten State Teachers College

Lancaster

Prince Street Kindergarten
 Reservoir Street Kindergarten
 Pearl Street Kindergarten
 Lancaster Free Kindergarten
 Lancaster Day Nursery

Langhorne

Wildwood—The Woods School

Lititz

Private Kindergarten

Lock Haven

Kindergarten Training School

McKeesport

McKeesport Day Nursery

Mansfield

Mansfield Kindergarten

Meadville

Miss Florence's School for Small Children

Overbrook

Miss Sayward's School

Perkasie

Mrs. Stauffer's Private Kindergarten

Philadelphia

Babies Hospital Nursery School
 Baldwin Day Nursery
 Bedford Street Mission
 Benezet Day Nursery
 Cathedral Day Nursery
 Downtown Hebrew Day Nursery
 Drexel Nursery Play School
 First Day Nursery
 Frankford Day Nursery
 Franklin Day Nursery
 Friends' School Kindergarten
 Friends' West Philadelphia Kindergarten
 Germantown Friends' School Kindergarten
 Hebrew Sheltering Home Nursery School
 Hope Day Nursery
 House by the Side of the Road
 House of Industry Day Nursery
 Jewish Day Nursery
 Joy Settlement Day Nursery
 Kensington Day Nursery
 Jane D. Kent Day Nursery
 Kindergarten of Mary Drexel Home
 Lincoln Day Nursery
 Neighborhood Centre Day Nursery
 Northern Hebrew Day Nursery
 Oak Lane Country Day School Nursery School
 Reed Street Neighborhood House
 St. Anthony's Day Nursery
 St. John's Day Nursery
 St. Joseph's Day Nursery
 St. Martha's House Kindergarten
 St. Mary Magdalene de Pazzi Day Nursery
 St. Monica Day Nursery

St. Nicholas Day Nursery

St. Nicholas of Tolentine

St. Peter School Kindergarten

Salvation Settlement & Day Nursery

San Cristoforo Day Nursery

Shady Hill Country Day School

Strawberry Mansion Hebrew Day Nursery

Sunnyside Day Nursery

Tacony Day Nursery

Temple University Teachers College Nursery School

University House Nursery School

Willing Day Nursery

Pittsburgh

Community School

Deaconess Home Kindergarten

The Ellis School Kindergarten

Jewish Day Nursery

Lawrenceville Neighborhood House Day Nursery

Salvation Army Day Nursery

Soho Day Nursery

Volunteer of America Day Nursery

Woods Run Settlement Nursery School

Rankin

Rankin Christian Center Day Nursery

Reading

Miss Kilmer's Kindergarten

Little Folks School

Scottdale

The Scottdale Kindergarten

Scranton

St. Joseph's Shelter & Day Nursery

Scranton Day Nursery

Shippensburg

State Teachers College Training School Kindergarten

Shippery Rock

State Normal Training School Kindergarten

State College

Pennsylvania State College Nursery School

Susquehanna

Laura B. Fischer Kindergarten

Turtle Creek

Kindergarten

Washington

Miss Caldwell's Private School & Kindergarten

Wellsboro

Mrs. Robert Roy's Private Kindergarten

Wilkes-Barre

Brookside Kindergarten

RHODE ISLAND

Newport

Ganettson Day Nursery

Pawtucket

Pawtucket Day Nursery

Providence

Moses Brown School

Providence Day Nursery Association

Salvation Army Day Nursery

Westerly

Westerly Nursery School

SOUTH CAROLINA

Camden

Wateree Mills Kindergarten

Columbia

Pacific Mills Kindergarten

Miss Shaud's Kindergarten

Greenville

Duncan Mills Day Nursery

Union

Monarch Mills Kindergarten

*SOUTH DAKOTA**Brookings*

South Dakota State College Nursery School

*Lead*Hearst Free Kindergarten
St. Patrick's Cathedral Kindergarten*TENNESSEE**Chattanooga*Bethlehem House Kindergarten
The Bright School Kindergarten
Child Garden & Kiddies' Joyland
Little Miss Mag Day Nursery
North Chattanooga Community Center
Preschool
Pro Re Bona Day Nursery (Two Branches)
Sunshine Shop, Wesley Community Center*Knoxville*Junior League Day Nursery
University of Tennessee Nursery School*Martin*

University of Tennessee Nursery School Jr. College

*Memphis*Bruce Kindergarten
Calvary Private Kindergarten & Day Nursery
Cummings Kindergarten
Goodwill Center Day Nursery
Miss Hutchinson's School Kindergarten
Madison Heights Kindergarten
Scherer Hines School
Wesley Institute Nursery*Murfreesboro*Mrs. Elizabeth Becker's Primary School
Kiwanis Kindergarten*Nashville*Fannie Battle Day Home
Bethlehem Center Day Nursery
Centenary Methodist Institute
Central Church of Christ Day Home
McNeilly Day Home & Clinic
Peabody Demonstration School Kindergarten
Peabody Nursery School, Peabody College for Teachers—Dept. of Early Elementary Education
John B. Ransom Kindergarten*TEXAS**Abilene*

Abilene Sunshine Nursery Kindergarten

*Austin*Ellsworth Modern Kindergarten
La Petite Ecole Kindergarten
Maujean Kindergarten
University of Texas Nursery School
Private Kindergarten & Primary School*Beaumont*Beaumont Day Nursery & Children's Home
Dorcas Home
Corpus Christi
St. Joseph's Home*Dallas*The Baby Cottage & Nursery School
Lily C. Block Day Nursery
Child Life Studio
Community Center & Day Nursery
Cora Street Day Nursery
Mary King Drew Kindergarten
Amelia Huvelle Nursery
North Dallas Day Nursery
Oak Cliff Day Nursery
Russell's Kindergarten
St. Mary's Nursery School & Kindergarten
Silberstein Day Nursery
Wheatley Place Kindergarten*Denton*College of Industrial Arts Kindergarten
Denton Teachers College Nursery School*Elkhart*

Mrs. Geo. W. Cupp Private Kindergarten

*El Paso*Day Nursery of Associated Charities
Children's Cottage
Houchen Methodist Settlement House
Day Nursery
St. Anne's Mission*Fort Worth*Bowers Kindergarten & Nursery School
Brous Private Kindergarten
City of Ft. Worth Third Street Day Nursery
City of Ft. Worth Colored Day Nursery
Cooperative Home Day Nursery
Fort Worth Day Nursery—North Side
Wesley Community House*Galveston*

Brown's Kindergarten

*Houston*Bethlehem Settlement Day Nursery
Buck Street Kindergarten
Daingerfield Kindergarten
Industrial Day Home
Saltus Street Day Nursery*Kingsville*

Presbyterian Church Kindergarten

Lubbock

Mrs. W. E. Baskin's Private Kindergarten

Orange

Pinehurst Kindergarten

Paris

Edith Musselmann Day Nursery

Prairie View

Prairie View College Nursery School

San Angelo

San Angelo Day Nursery

*San Antonio*Happy Hours Nursery
River Road Country Day School
Nursery School
Wesley Community Home Kindergarten & Day Nursery*Stamford*

Mrs. Anna Dial's Kindergarten

*Waco*Evangelia Settlement Day Nursery
Joyce Stamps Day Nursery
St. Paul's House*Wichita Falls*Colored Day Nursery
Miss Farquhar's School
Wichita Falls Day Nursery

UTAH

- Aurora*
Aurora Kindergarten
- Gunnison*
Gunnison Kindergarten
- Fountain Green*
Fountain Green Private Kindergarten
- Kamos*
Kamos Kindergarten
- Magna*
Cyprus Kindergarten
- Monroe*
Miss Jennie Reynold's Private Kindergarten
- Ogden*
Mrs. Alice Madson's Private Kindergarten
Martha Society Nursery
- Provo*
Mrs. Edith Y. Booth's Private Kindergarten
Meno Trope Kindergarten
- Richfield*
Richfield Summer Kindergarten
- Salt Lake City*
Mexican Roman Catholic Mission Kindergarten
Neighborhood Day Nursery
University of Utah Kindergarten
- Spanish Fork*
Private Kindergarten
- Taylorville*
Mrs. Pixtoil's Taylorville Kindergarten

VERMONT

- Middlebury*
Middlebury Nursery School, Hamlin Hall

VIRGINIA

- Alexandria*
Children's Home Day Nursery
- Blacksburg*
Miss Wollwine's Primary School
- Danville*
Peter Pan School
- Farmville*
State Teachers College Training School Kindergarten
- Lynchburg*
Consolidated Textile Corporation Day Nursery
Lynchburg Day Nursery
- Norfolk*
Council of Jewish Women Kindergarten
Norfolk Day Nursery
- Phoebus*
Phoebus Kindergarten
- Portsmouth*
Miller Day Nursery & Home
- Richmond*
Belle Bryan Day Nursery
The Randolph Talcott School
St. Catherine's Preparatory School
Sunnyside Day Nursery
- Schoolfield*
Schoolfield Day Nursery

WASHINGTON

- Aberdeen*
Mrs. E. B. Crary's Kindergarten
Musical Kindergarten
- Ellensburg*
Edison Normal Training School Kindergarten

Everett

- Garfield District Kindergarten
Jefferson School Kindergarten
Washington District Kindergarten
- Longview*
Mrs. Ray Dean's Private Kindergarten
- Pullman*
State College of Washington Nursery School
- Seattle*
Broad Oaks Kindergarten
Bush Lakeside School
Cymbra Daniels' Private Kindergarten
Mrs. H. L. Drummond's Kindergarten
Eastlake Branch, Seattle Day Nursery
Fourteenth Avenue Child Garden
Holbrook Kindergarten
Mrs. Holmes' Private Kindergarten
Japanese Baptist Kindergarten
Mt. Baker Park Kindergarten—Primary School
Mrs. Annie Peppard's Private Kindergarten
Mme. Pless' Day & Boarding School
West Seattle Day Nursery
Seattle Day Nursery Association
Seattle Shoni-En Kindergarten
The Misses Wilther's Kindergarten—Primary
- Spokane*
Child Haven
Fairview Kindergarten
Grant Preschool Kindergarten
Japanese M. E. Kindergarten
Francis Willard Kindergarten
- Tacoma*
Margaret Gould's Kindergarten
Grant School Kindergarten
Mrs. Frederick Prochnow's Kindergarten
Tacoma Day Nurseries (Two Branches)
Annie Wright Seminary Kindergarten
- Walla Walla*
St. Paul's School for Girls Kindergarten
- WEST VIRGINIA**
- Bluefield*
Bluefield Kindergarten & Continuation School
- Charleston*
Union Mission Settlement Day Nursery
- Huntington*
The Clara Nichols Kindergarten
- Parkersburg*
Parkersburg Day Nursery Association
- Richwood*
Katherine White's Private Kindergarten
- Wheeling*
Coffland Kindergarten
- WISCONSIN**
- Fennimore*
Miss Green's School
- Green Bay*
Green Bay Day Nursery
- Kenosha*
Evangelical Lutheran Friedens School
- Madison*
Hillington Day Nursery
Mrs. J. S. Mathewson's Private Nursery School

Mrs. Lentia McIntire's Private Nursery	<i>Oshkosh</i>
School	Rose C. Swart Training School Kinder-
Dorothy Roberts' Nursery School	garten, State Teachers College
<i>Manitowoc</i>	<i>Racine</i>
St Boniface School Kindergarten	Racine Day Nursery
<i>Marshfield</i>	<i>Superior</i>
Immanuel's Lutheran School	McCaskill School Nursery Kindergarten
<i>Menomonee</i>	<i>Wauwatosa</i>
The Stout Institute Nursery School	Evangelical Lutheran Kinderfreund
<i>Milwaukee</i>	Society of Wisconsin
Milwaukee University School Kinder-	<i>Whitewater</i>
garten	State Teachers College
State Teachers College Nursery School	
Volunteers of America Day Nursery	

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